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ABSTRACT

In an attempt to facilitate the professional preparation of outdoor educators, the directory lists and describes 46 outdoor or environmental education internship programs in 21 states. Organized by state, programs are listed alphabetically by sponsoring institution. Most entries include: the name of the institution: the program name: mailing address: telephone number: a description of the institution and the internship program: information about room, board, and stipend, if any: and application procedures. The educational philosophies and opportunities of the sponsoring institutions indicate a wide variety of approaches. (Author/SB)

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DIRECTORY OF OUTDOOR EDUCATION INTERNSHIP OPPORTUNITIES

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NATIONAL INSTITUTE OF EDUCATION

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DIRECTORY OF OUTDOOR EDUCATION INTERNSHIP OPPORTUNITIES

by

Russell E. Bachert, Jr.

January 1981

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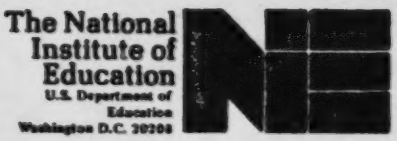

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Cover designed by Dave Clayshulte

ABSTRACT

The directory presents a compilation of outdoor/environmental education internship opportunities. The institutions offering these internships represent a wide geographic range, educational philosophy, and opportunities for the participants. All institutions are indexed alphabetically by state. Most entries include the following information:

1. name of institution and internship program;
2. mailing address and phone;
3. description of institution and internship program;
4. internship requirements;
5. provision for room, board and stipend, if any; and
6. application procedures.

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FOREWORD

For over 50 years, education programs under the broad term "outdoor education" have been functioning in the United States. These programs are based on the assumption that learning about the outdoor environment takes place best in direct relationship with that environment and under direction of skilled and knowledgeable leaders. How to prepare these leaders for service and how to determine which personal abilities are essential to their success have always been items of concern. Colleges and universities have instituted a variety of curricular offerings, chiefly prepared by leaders in the field. Good as these programs may be, there is another step in preparation for leadership, and that is internship in ongoing programs.

Internship gives the student a first-hand experience in professional leadership and responsibility in an actual working situation, not an artificial one created for his education. The intern's success can then be equated with the success a professional would have in the same situation.

It is generally recognized that each leader must develop his own techniques and methods of working with groups in accordance with his own personality, particular skills, and background. Certainly everyone can learn from observing other programs, but each individual must develop his own particular abilities. Because internship programs are carried on under supervision and with relationships to others, they are of special help in this regard.

It seems, therefore, that after the formal classroom education and essential field experiences, participation in an internship program most develops the skills needed for effective leaders.

Less information has been available about internship programs than about other types of outdoor education leadership programs. This publication meets an especially great need. Dr. Bachert has performed an important service by providing directories of outdoor education degree programs, schools for skill and education, job and training opportunities, and now this directory of internship opportunities.

- Dr. Reynold E. Carlson
Professor Emeritus
Department of Recreation and
Park Administration
Indiana University

PREFACE

Each year thousands of students interested in the field of outdoor education search out appropriate practical experiences to complement their academic preparation and/or personal interests. Such field experiences are usually sought by: (1) a student needing to complete an internship/practicum for an academic degree program; (2) an individual retooling himself to enter the field; or (3) someone who has some academic and practical experience, but realizes the need for more practical experience to become competitive in the job market.

One of the real problems in the field of outdoor education has been the difficulty of locating the appropriate internship experiences to accomplish the aforementioned purposes. Usually the information was conveyed by word of mouth or through an occasional bulletin or newsletter that a student, advisor, or friend happened upon. Sometimes this informal network proved fruitful, but often it offered limited choices of internship opportunities, sometimes inappropriate experiences, and perhaps no viable option at all. Such haphazard information retrieval is unfortunate since adequate practical experience is a must to be prepared for such a hands-on approach to learning. Securing a job in outdoor education is often determined by the number and quality of one's practical experiences first and one's academic degree(s) secondly.

For the first time a sourcebook for easily locating, comparing, and selecting appropriate internships has been compiled -- the Directory of Outdoor Education Internship Opportunities. It will hopefully make the all important search for practical experiences in outdoor education a little easier and lead to a better matching of an individual's needs and interests to the experience sought. Students and advisors alike should welcome such a valuable reference whose basic goal is to upgrade the professional preparation of outdoor educators.

All the information provided in this publication came directly from the organizations themselves and was edited for inclusion. Organizations were requested to submit data describing their internship(s) via a nationwide survey conducted through the Center for Environmental Camping and Outdoor Education at the University of North Carolina at Greensboro. Items that would date the publication such as exact dates and dollar amounts of stipends were eliminated. Students should correspond directly with the corresponding organizations regarding their internship(s).

Since this represents a first attempt to gather and organize outdoor education internships into one source, there are obviously existing internship programs that did not come to the attention of the author and thus are not included. If you know of an outdoor education internship that might deserve inclusion in a subsequent edition of this publication, please write to the author at the address given below:

Dr. Russel E. Bachert, Jr.
Director, Center for ECO Education
University of North Carolina/Greensboro
Greensboro, North Carolina 27412

UNIVERSITY OF THE WILDERNESS
FIELD ECOLOGIST TRAINING PROGRAM

Field Ecologist Training Program
University of the Wilderness
PO Box 1687
27654 Highway 74
Evergreen, Colorado 80439
Phone (303) 674-9724

The University of the Wilderness was founded in 1973 by a group of concerned environmentalists to help foster understanding, love, and care for our vanishing wilderness resources. It is a non-profit, nondiscriminatory, adult environmental education organization. The directors of the University perceive the wilderness as an ideal and very necessary place for continuing experiential education. Wilderness, the natural environment, is the only reference control factor in mankind's worldwide experiment in environmental manipulation. Wilderness is both the classroom and the campus of the University of the Wilderness.

University activities, even the most structured classes, are recreational in the full sense of the word. They are designed to recreate, to impart new life to the body and new thoughts to the mind, and to refresh one's commitment to enhancement of the environment. Laughter, conviviality, and relaxation are components of the learning process, as are solitude, challenge, and careful observation. A myriad of wilderness workshops and field trips are offered for the novice as well as the more experienced.

The Field Ecologist Training Program is designed to train individuals for a career in outdoor environmental education and field interpretation. It provides opportunities to assist professional naturalists and ecologists in many aspects of what it takes to keep an environmental education program or organization viable; field work (nature and ecological studies, field trip techniques, logistics, etc.); and involvement work (environmental issues, political science, philosophy, contacts with national organizations, etc.). Enrollment is limited and the program usually lasts for three months.

DELAWARE NATURE EDUCATION SOCIETY ENVIRONMENTAL INTERNSHIP PROGRAM

Environmental Internship Program
Delaware Nature Education Society
Box 700
Hockessin, Delaware 19707
Phone (302) 239-2334

The Delaware Nature Education Society is people working to develop public environmental awareness and concern and helping to preserve representative natural areas throughout Delaware. A non-profit, tax-exempt membership organization founded in 1964, DNES functions through a board of directors elected by the members. A professional staff and volunteers implement policy through a variety of programs and services. Programs and services are financed in several ways: membership fees, gifts, and contractual arrangements with schools, governmental agencies and private organizations.

Headquarters for the DNES is at the beautiful Ashland Nature Center in Red Clay Reservation off Brackenville Road near Hockessin. The reservation, a private land trust, contains more than 600 acres of hardwoods and evergreens, fields, brushlands, cattail marshes, streams, and ponds. There are ten miles of nature and hiking trails, as well as gardening sites, picnic areas, and vistas.

The Delaware Nature Education Society internship program, established in 1973, is designed to introduce interested college students and graduates to all aspects of the Ashland Nature Center's operation. Through a 16- or 22-week program, a DNES intern gains valuable professional experiences that prepare him or her for a future career in the environmental education field. A DNES internship is a unique and challenging experience. Unlike most internship programs, a DNES intern is considered an apprentice staff member and as such is involved in a wide range of activities which provide ample opportunity to develop skills in teaching, leadership and program design, organization and coordination.

The internship begins approximately the first week in September and runs to the third week in December or from the first week in January until the first week in June. Interns have come from a wide range of locations throughout the US -- from the Midwest, New England, the Mid-Atlantic and Southern states, and also from Central America.

Interns work with a wide variety of groups: school groups (from pre-K to 8th grade), DNES members, scouts, and the general public. The first three weeks of an internship are spent in an intensive training session focusing on the natural history of the area, teaching techniques, program planning, environmental research, natural areas preservation and general nature center operations, including administration, accounting, maintenance and public relations. During the remaining 13 weeks, each intern is actively involved in the following areas:

- Design and teaching of environmental education programs for varied groups, including resident overnight programs for school and other youth groups.

- Special recreational and educational events such as Winter Festival Day and Environmental Careers in Industry -- a two-day conference for high school students.

- Senior citizens programs including weekend environmental programs at Rehoboth Bay, Delaware, and window gardening programs for local nursing homes.

- Pamphlet and brochure development -- design, writing, and editing.

- Wildlife management projects.

- In addition, interns have the opportunity to participate in membership programs. These programs include such activities as white water canoeing, caving in West Virginia, oystering in Chesapeake Bay, and field courses at the Ashland Nature Center.

The DNES offers a broad spectrum of programs to an ever increasing audience. It does so with a limited staff. A DNES intern must be willing to work closely with other interns, staff members, independently and with a flexible schedule. Housing is available for qualified out-of-state interns. Interns must provide their own transportation to and from the Nature Center. Transportation is provided during the internship for Nature Center business. A stipend is available for college graduates to cover the cost of food and transportation. College students, of at least junior year status, may incorporate their internship into their curriculum. Interns receiving college credit are not paid for their internship. To apply for an internship, send a resume, college transcript, and three references. More information concerning the DNES will be sent upon request.

NEWFOUND HARBOR MARINE INSTITUTE
ENVIRONMENTAL EDUCATION AND RECREATION INTERNSHIP

Environmental Education and Recreation Internship
Newfound Harbor Marine Institute
Route 3, Box 170
Big Pine Key, Florida 33043
Phone (305) 872-2331

The Environmental Education and Recreation Internship at Newfound Harbor Marine Institute (NHMI) provides a setting in which degree candidates may obtain practical application of outdoor education, recreation, and supervisory techniques learned in theory through a university curriculum. In addition, this internship program is designed to acquaint the intern with the total operation of a marine science environmental education organization. The prerequisites for this internship include:

- Experience living with children
- Experience and/or training in recreation supervision
- Experience and/or training in environmental education, outdoor education or social studies education
- Current Red Cross Advanced Lifesaving certification
- (Current Red Cross First Aid certification and C.P.R. are desirable)

The Newfound Harbor Marine Institute, a non-profit, scientific, and educational organization, offers programs in environmental education to visiting elementary, secondary, and college students. The Institute also offers adult programs, teacher workshops, and community education programs. Groups may remain in residence from three days to three weeks, and all essential services, including meals and lodging, are provided by the Institute. The staff is composed of science instructors, science interns, environmental education and recreation interns, and administrative, maintenance, clerical, and food service.

Each intern lives in a dormitory with the visiting students. Interns are responsible for supervising the students living in adjacent rooms in their dormitory. Most student groups come for a three-day period, so the intern must prepare to live with different students every three days, at the least. When groups (both student and adult) are in residence at the Institute, interns assist in dining hall set-up, clean-up, and supervision during meals. Interns must help students live by a schedule, and must adhere to a strict schedule themselves.

Interns are expected to evaluate the local environs and, using available resources, plan and implement recreational programs within the evening as well as for daytime. Included in these responsibilities will be the supervision of recreational swimming, fishing, volleyball, New Games, rainy day activities, and campfires.

Interns will work on staff teams to develop new curricula for land-based environmental education programs of one and one-half to three hours duration. Many student groups return year after year to the Institute, so it is necessary to develop new programs on an on-going basis. The approach in these programs is an integrative one, with an emphasis on the relationships between cultural and natural resources in this sub-tropical environment. Because these programs must center around the unique characteristics of the Florida Keys, interns will be expected to use program planning time in individual research in the area, as well as in observation of existing programs. Interns will be instructors for the programs they develop.

Interns will participate in all areas of Institute operations including maintenance, office, food service, and scheduling. There will be opportunities to observe Institute science programs. Special conferences and community programs offered by the Institute are open to interns as space permits. Interns work from the time students arise until "lights out" and are available to students and their students' chaperones during sleeping hours. Interns have one day off per week.

The internship is for a minimum of three months or a college term. NHMI offers training and experience, but no salaries or stipends. Housing is provided and meals while students are in residence. A prospective intern should send a cover letter, a resume, and the names and addresses of three references to the Institute.

NEWFOUND HARBOR MARINE INSTITUTE
SCIENCE INSTRUCTOR INTERN PROGRAM

Science Instructor Intern Program
Newfound Harbor Marine Institute
Route 3, Box 170
Big Pine Key, Florida 33043
Phone (305) 872-2331

The Newfound Harbor Marine Institute (NHMI) is designed to acquaint the intern with the total operation of a marine environmental education organization. The intern's primary responsibility is to develop the ability to effectively teach marine science to school groups using the facilities. To that end, interns will be assigned to participate in the ongoing Institute teaching program. They will accompany instructors on a daily basis to program areas, functioning as a mate aboard vessels, and as a teaching assistant. It is anticipated that interns will have developed competence in safe boat operation and an adequate knowledge of the program areas after approximately six to eight weeks of training. At this time they will be assigned as instructors to visiting groups.

The Newfound Harbor Marine Institute, a non-profit organization, offers programs in environmental educating to visiting elementary, secondary, and college students. The Institute also offers adult

programs, teacher workshops, and community education programs. Groups remain in residence from three days to three weeks, and all essential services, including meals and lodging, are provided by the Institute. The staff is composed of science instructors and recreation interns and administrative, maintenance, clerical, and food service.

Reading materials have been carefully compiled to provide the intern with a background of the geology, flora, and fauna of the Florida Keys and surrounding waters, and the basic ecological principles operative in the tropical ecosystem of southern Florida. These are assigned during the first week to provide the basic background to be used in subsequent teaching assignments. Meetings are held weekly for discussion of readings and field trips, and written weekly reports summarizing these activities are required.

In addition, interns are occasionally assigned projects in program and curriculum development. Related to the marine environment, the project is developed in a fashion practical enough for use by all instructors and can easily be incorporated into existing NHMI programs.

Interns are expected to arrive with current, valid certification in American Red Cross Advanced Lifesaving, or to arrive at NHMI one week early and successfully complete the course offered by NHMI. It is strongly suggested that interns complete the course prior to arrival. The intern program work week is six days, one of which will be spent in service projects for NHMI and will include maintenance and office work. Interns are expected to assist with the operation of the dining hall facility, including set-up, table supervision, and clean-up.

The internship is for a minimum of three months or a college term. NHMI offers training and experience, but no salaries or stipends. Housing and meals are provided while students are in residence. A prospective intern should send a cover letter, a resume, and the names and addresses of three references to the Institute.

WILDERNESS SOUTHEAST WILDERNESS CAMPING ENVIRONMENTAL EDUCATION PROGRAM INTERNSHIP

Wilderness Camping Environmental
Education Program Internship
Wilderness Southeast
Route 3, Box 619
Savannah, Georgia 31406
Phone (912) 355-8008

Wilderness Southeast, Inc. is a non-profit school of the outdoors with a unique emphasis. They believe that learning about the natural world should be fun and exciting and that the best way to accomplish this is by living in wild places. Their purpose is to enable others to be more environmentally sensitive and knowledgeable, while living simply, comfortably and safely within wild places. They lead public scheduled and contracted school programs. Programs take place entirely in a wilderness setting using public and private lands such as national parks, wildlife refuges, and private riverbanks.

Interns are sought who have a keen interest in teaching environmental values, wilderness camping skills, and environmental awareness and ecology. The position is both physically and mentally demanding, and requires good leadership skills. The intern will learn much about the diverse aspects of a small, independent self-supporting outdoor school. An intern will work half-time as an assistant in the field, teaching in wilderness camping settings and working with families, adults, and school groups from third grade to college level. The teaching skills used include: food packing, food buying, gear maintenance, gear packing, promotion, office record keeping, and trip planning.

There are three basic internship periods: February or March until June 1, June until September 1, and September until mid-December. The base facility is located in Savannah, Georgia with field-based programs in the Okefenokee Swamp, Florida Keys, Great Smokies, Cumberland Island National Seashore, and the Suwannee River. Free housing is provided, plus free food, transportation, and equipment while in the field. While at the base facility in Savannah, the intern is responsible for his/her own food and utilities. No stipend is provided.

WHEATON COLLEGE WILDERNESS LEARNING CENTER
INTERNSHIP IN CHRISTIAN MINISTRIES

Internship in Christian Ministries
Wilderness Learning Center of Wheaton College
Wheaton College
Wheaton, Illinois 60187
Phone (312) 682-5125

The Old and New Testament scriptures abound with instances where God used the wilderness to train and prepare men for leadership. Hard experiences were used to refine and prove character and commitment. A careful examination of the experiences of Moses, Elijah, Daniel, Joseph, John the Baptist, Paul, and Christ himself reveals the concept of physical and emotional testing to prove faith and inner strength and develop the proper level of esteem needed to be courageous servants.

The affluence of our present society has robbed us of many opportunities to discern the quality of our inner selves and experience the hardships and struggles of life that cause us to examine our values and deepen our faith in God. The wilderness learning experience is still a vital tool that God can use to prepare men and women for leadership. At the Wilderness Learning Center this rediscovered basic Biblical concept in leadership development is applied.

Internships are normally a part of the Wheaton Graduate School Christian Ministries Camping Concentration and the Wheaton College undergrad Physical Education, Education, and Christian Education, Psycology, Sociology, and other people-oriented majors. However, internships are designed regularly for non-Wheaton students to meet their individual needs.

Students have a broad range of options to choose from. They may focus on youth or adult ministry in a residential camp or wilderness program setting with special population groups such as troubled youth or prisoners, and in many administrative functions of a camp community such as food service, maintenance, construction, program logistics, etc. The Wilderness Learning Center is known for its innovations in wilderness programming and leadership training employing many of the Outward Bound concepts from a Christian perspective.

To be available for an internship, a candidate should be of college age and admitted as a special student. There are summer or winter internships, eight to eleven-week internship options. Up to 18 quarter hours of undergraduate or graduate credit are available. Charges are per credit hour and for room and board only when classes are in session. No room and board is charged during the laboratory internship phase.

MERRY LEA ENVIRONMENTAL LEARNING CENTER
OUTDOOR EDUCATOR INTERNSHIP

Outdoor Educator Internship
Merry Lea Environmental Learning Center
PO Box 263
Wolf Lake, Indiana 46796
Phone (219) 799-5869

The purpose of the Outdoor Educator Internship is to allow perspective outdoor educators a chance to gain experience and information in the field of outdoor/environmental education. The intern can expect to gain the following insights and experiences while at Merry Lea;

1. An overview of Merry Lea's organizational structure.
2. An overview of Merry Lea's operational policies.
3. An explanation of the annual budget and scurces of funding.
4. The opportunity to meet and talk to community service groups.
5. The opportunity to prepare a promotional slide/tape program.
6. The opportunity to help plan and conduct a major program.
7. An understanding of the methods used for personnel selection and evaluation.
8. The opportunity to write articesl for the bimonthly newsletter.
9. The opportunity to attend inservice training functions.
10. The chance to work with the maintenance crew and possibly advise in betterment procedures.
11. A familiarity with equipment resources.
12. An opportunity to develop a plan for a "new program" which may then be implemented.
13. An opportunity to work with planners on program use of facilities.
14. The chance to conduct an inventory of program and maintenance equipment.

Each intern is responsible to serve as a group leader/outdoor education specialist for each participating school group attending Merry Lea. When requested, the intern shall serve as a teaching assistant. Upon completion of the internship, the intern will have the skills necessary

to assist with or lead an educational program, depending on the season, in the areas of aquatics, map and compass, weather, soil, plants, animals, literature and poetry, natural crafts, energy and resources, math and nature, and a variety of recreational activities including cross country skiing during the winter months.

It is expected that each intern will contribute to the development of the Center, through the design and completion of displays, construction of teaching tools, development of slide presentations, curriculum development, trail construction, etc. A minimum of once every two weeks the intern will be observed in a teaching situation by a staff person and receive an evaluation of that situation. Each week one full day will be spent working with the maintenance staff and one full day working with the Center's manager.

Graduate students will be expected to fulfill a number of the above responsibilities, as well as make a meaningful contribution to the development of the Center in each of the following areas:

1. Curriculum Development: The intern will be expected to produce a minimum of two new programs to add to the Center's curriculum. In addition, he/she will be expected to design, advertise, and carry out at least one weekend program.

2. Public Relations: The intern will be expected to design a promotional slide/tape presentation or appear on a local radio/TV spot for the Center.

3. Administration: The intern will be provided an opportunity to work closely with the Center's manager a minimum of two weeks and be given administrative responsibilities.

These internships are available to anyone of college age with a desire to work within an environmental education center. No specific experience or background is necessary. The duration of the experience is variable, but should be a minimum of two months. Free housing is provided and academic credits can be arranged.

TENNESSEE VALLEY AUTHORITY ENVIRONMENTAL EDUCATION INTERNSHIP

Environmental Education Internship
Environmental/Energy Education
Land Between The Lakes
Tennessee Valley Authority
Golden Pond, KY 42231
Phone (502) 924-5602, Ext. 242

The Environmental Education Internships are designed to provide field training opportunities ranging from specialized areas of professional training to interdisciplinary approaches involving outdoor recreation, education, and management of natural resources. A potential intern should be enrolled in a university or college academic program in the field of environmental education, environmental studies, or elementary/secondary education. In addition, the intern should possess the ability to work well with people and other staff members.

The intern will participate in a training program consisting of an academic phase, to be developed by the participating university or college and the Land Between the Lakes staff, and the field phase of the training under the supervision of Land Between the Lakes staff. Specific duties and responsibilities available through the field training include:

1. Working with day-use groups to ensure they have a beneficial experience.

2. Providing resident groups with special programs in specific subject areas.

3. Making arrangements for trips, tours, and special programs for resident groups.

4. Aiding in teacher workshops.

5. Aiding in school site development.

6. Registering incoming groups at the Youth Station, making cabin assignments, and inspecting cabins upon group departure.

7. Aiding other sections with special projects and studies.

8. Assisting with special weekends and special events.

9. Observing the general conditions of trails, study areas, and grounds, reporting maintenance needs to the Supervisor.

The internship is under the general supervision of the Supervisor of Environmental Education Services and on-site supervision is directed

by the Conservationist. The internship can be for a period of eight weeks to six months, depending on the experience and ability of the intern and the cooperation of the sponsoring institution. Interns are provided trailer space for living quarters and a stipend.

TENNESSEE VALLEY AUTHORITY
PRACTICUM IN INTERPRETATION PROGRAM

Practicum in Interpretation Program
Tennessee Valley Authority
Land Between The Lakes
Golden Pond, KY 42231

Land Between The Lakes is an outdoor recreation and environmental education demonstration area administered by the Tennessee Valley Authority. Officially begun in January 1964, Land Between The Lakes is a 170,000 acre area in Western Kentucky and Tennessee surrounded by 300 miles of shoreline on Kentucky Lake and Lake Bankle.

The mission of Land Between The Lakes is to achieve optimum public use from development and management of its resources for outdoor recreation and energy/environmental education; to utilize its demonstration assignment to research, test, and demonstrate innovative programs and facilities; and to help stimulate the development of the surrounding region.

Practicum programs are available throughout the year. The length of the practicum may vary from 10 weeks to six months. The student may be required to work weekends and some evenings. The 40-hour work week may not consist of typical 8 hour days; for instance, the student may work two hours in the morning, two hours in the afternoon, and four or more hours in the evening.

The interpretation practicum has its basis in two primary goals:

1. To provide visitors with quality interpretive programs relating to the natural resource management, cultural resource management and energy management projects at Land Between The Lakes.

2. To provide interpretive students the opportunity to gain the skills and practical experience prerequisite to becoming competent professionals.

There are a number of varied experiences available within the interpretation practicum including: natural history and natural resource management interpretation at Center Station, cultural history and living history interpretation at The Homeplace-1850, energy interpretation at Empire Farm's minimum energy lifestyles demonstration, and multi-media interpretation at the Golden Pond Visitors Center.

CENTER STATION

Located within the 5,000 acre Environmental Education Center at Land Between The Lakes, Center Station serves as the focal point for natural resource management interpretation. Practicum students will assist Center

Station staff in various aspects of natural resource management interpretive program planning, development, implementation, and evaluation at Center Station and other facilities. Practicum students will have the opportunity to work with both organized groups and the general public. Students can expect to learn or improve skills in communications, interpretive techniques and media, and natural resource management concepts.

THE HOMEPLACE - 1850

The Homeplace - 1850 is a living history farm dedicated to the preservation and interpretation of the buildings, lifestyles, and farming practices of the people who settled between the Cumberland and Tennessee Rivers during the first half of the 19th century. The farm consists of an interpretive center and 16 original log structures selected from the surrounding area and carefully restored on an early 19th century farm site. Practicum students assigned to The Homeplace - 1850 will be an integral part of living history interpretation as members of the "farm family." Practicum students will assist in research, cultural resource management techniques, historic site administration and interpretation programming. Students will also help The Homeplace - 1850 staff in research, program planning, development, and implementation.

EMPIRE FARM

The minimum energy lifestyles demonstration at Empire Farm serves as the focal point for energy education and energy interpretation at Land Between The Lakes. Practicum students will assist Empire Farm staff in research, and program planning, development, and implementation. Students can expect to learn or improve skills in energy conservation and use of renewable resources, alternative energy options, and energy efficient lifestyles applicable in urban, rural, and park and recreation settings.

GOLDEN POND VISITORS CENTER THEATER

The Golden Pond Visitors Center serves as the general orientation point for visitors to Land Between The Lakes. Included within the Visitors Center is a multi-media theater. The theater capabilities include panorama slide projection, 35mm fisheye motion picture projection, various special effects, and full planetarium capabilities. Practicum students will assist the theater staff in various aspects of production, maintenance, and programming. Students can expect to learn or improve skills in photography, graphics, writing, astronomy, and technical arts, as well as in practice and theory of educational media.

MANAGEMENT PRACTICUM

A management practicum may be arranged during the fall, winter, or spring at Land Between The Lakes. This experience will vary, based upon the needs of LBL personnel and the interest of the individual student.

Practicum students are usually assigned one major project or a series of mini-projects in their field of interest. Projects are jointly selected by the student and staff. A written report and an oral presentation of the project is required during the last week of the practicum. A written evaluation of the practicum program is also required.

In addition to the projects and assignments related to the major program area, each student works cooperatively with other interns and staff in planning and implementing section programs. These may include: daily facility operation; special events at Empire Farm, Center Station, Golden Pond Visitors Center, The Homeplace - 1850, and outpost facilities; major weekends such as Eagles, Nature Extravaganza, Archaeology, and the annual Arts and Crafts festival; group tours; and community interpretive program assistance.

CHESAPEAKE BAY CENTER FOR ENVIRONMENTAL STUDIES
WORK/LEARN PROGRAM

Work/Learn Program
Chesapeake Bay Center for
Environmental Studies
Smithsonian Institution
P.O. Box 28
Edgewater, MD 21037
Phone (301) 798-4424

The Chesapeake Bay Center for Environmental Studies, administerd by the Smithsonian Institution is located on the Rhode River seven miles south of Annapolis, Maryland and encompasses 2,600 acres. The Center is engaged in a long-range study of the Rhode River watershed and its estuary. This research program includes both aquatic and terrestrial studies and is concerned with the impact of man upon the functioning of the ecosystem. Results of the Center's research are transmitted to user agencies and citizens through an information transfer program.

An expanding environmental education program focuses on research in outdoor centered learning, as well as serving adult groups, school-aged children, and pre-school aged children through curriculum developed projects. One aspect of this program is a Work/Learn Program for leaders for the Summer Ecology Program for Children and Youth. These positions will allow college students, who intend to pursue careers in environmental education, to develop confidences and skills in the design of community-centered learning activities and to approach these experiences from both a cognitive and affective basis.

Each program leader will participate in nine rigorous weeks of orientation, training, and actual work with three to tenth graders, developing model techniques for community-centered learning experiences. He/she will also design, implement, and evaluate educational activities in a variety of community settings.

The Chesapeake Bay Center's Work/Learn Program offers undergraduate and graduate level students a unique opportunity to gain exposure to an experience in environmental reserach. The program enabled students to conduct individual projects under the direction of the Center's professional staff. Subject matter of the projects have included terrestrial or estuarine environmental research, environmental new reporting, resource planning and decision making, and environmental education research and curriculum development.

Please note, some projects are for spring only, some for summer only, and some for both. Although students will become familiar with all the projects underway, each individual will devote most of his/her time to their area of interest. The Center will accept applications for the Work/Learn Program from interested individuals who are in a position to commit

themselves fully to the completion of a project. Successful undergraduate and graduate candidates receive a stipend and living accomodations, but no board.

The Smithsonian awards no academic credit for studies conducted, but the Office of Academic Studies is eager to assist in establishing mechanisms for universities to award credit upon satisfactory completion of projects. Students are encouraged to work out arrangements directly with their advisors and departments. Most students participating in the Work/Learn Program do receive credit from their universities and colleges.

The starting date and duration of the projects are arranged between the supervisor and the student. However, projects normally coincide with the usual academic semesters and summer sessions and are normally four months (one semester) to a year. A prospective intern should request and submit an application. A committee composed of members of the Center's professional staff will review applications. Upon acceptance, the student and his supervisor will agree upon a course of work and study. They will compose a written statement of the terms of their agreement.

MASSACHUSETTS AUDUBON SOCIETY
ENVIRONMENTAL EDUCATION INTERNSHIPS

Environmental Education Internships
Massachusetts Audubon Society
Laughing Brook Education Center
789 Main Street
Hampden, MA 01036
Phone (413) 566-3571

The Environmental Education Internship is designed to give college students practical experience in meeting their own academic goals, related to environmental education or the work of a center such as Laughing Brook. Interns are provided a great variety of opportunities for learning. The following list is an example of some standard experiences which should involve the students:

1. Writing a natural history column for our bi-monthly newsletter.
2. Designing and implementing public programs, one for off-sanctuary and one to be presented on the sanctuary.
3. Designing and setting up an exhibit case for the Nature Center building.
4. Observe tours, and learn to be a sanctuary teacher.
5. Design outdoor bulletin boards.
6. Participating in planning and implementation of week-long children's education workshops.
7. Various responsibilities with the Animal Care Supervisor.
8. Trail and building maintenance with the Property Manager.

Briefly, this suggests directions for interns at Laughing Brook, but as interns become familiar with the staff, property, and programs, they are expected to develop their own directions and put energy into their learning experiences. Guidance is always available and regular written self-evaluation of experiences is expected.

Interns should be college students with some related coursework and preferably some experience with programming or teaching. The requirement for experience may only be waived if a student displays strong ability. Internships usually are for one term of college (summer, semester, trimester, etc.) but flexibility is considered in this determination.

One special feature of this program is that only one intern is taken at a time and that person is given the opportunity to grow and develop to the extent that (s)he desires. The intern is involved in every aspect of the Center and treated with similar authority as a staff member, by representing the sanctuary, attending staff meetings, etc. In addition, interns are able to take any course, seminar, workshop, or field trip at no charge. The Center cooperates with participating colleges and universities to provide credit for the internship. No room and board is available.

Interested applicants should request and submit an application along with other appropriate credentials including related experiences, jobs, college courses, and two recommendations.

NATURE'S CLASSROOM ENVIRONMENTAL EDUCATION INTERNSHIPS

Environmental Education Internships
Nature's Classroom
Maple Rock Farm
RFD #1
Southbridge, MA 01550
Phone (617) 764-8321

Nature's Classroom is a resident non-profit environmental education program operating at four sites throughout New England and New York. Sites are located in New Hampshire, Massachusetts, Connecticut, and New York.

Environmental Education Internships are available for undergraduates with an interest in environmental education, science, or related course-work, who desire an active teaching/learning experience with children in a comfortable outdoor setting. A Nature's Classroom Internship offers the following:

1. Supervision and mutual interaction with a dedicated, mature staff.

2. A chance to teach, to live, and to learn in a comfortable outdoor setting, teaching on a one to ten ratio.

3. A chance to enjoy children, while gaining valuable teaching experience.

4. Room and board and a stipend provided.

This brief and definitely not complete job description is meant to introduce you to what this program entails for its staff. It is not by any means meant to scare people, but an honest attempt to describe some of the responsibilities and realities of a very difficult, yet rewarding job.

The first requirement for a job at Nature's Classroom is that you have a love of children. You must want to be with them - and really enjoy what they are already. Then you can have the desire to help them learn - learn about themselves, other people, and the environment around them. If you can't stand your nieces and nephews, the kids next door, or the kids you student taught, forget it. Perhaps education isn't your field (don't give up, try something else). You must be willing to give up all of your problems, hangups, etc. and devote and concentrate on the needs of kids who come to us. In addition, you must have the ability to work long hours, both physically and emotionally. The days are long (7:30 A.M. - 11:00 P.M.) and we realize we demand a lot from our staff.

The following is a typical day's schedule at Nature's Classroom, subject to change instantly. It gives a brief idea of what the kids and staff are involved in.

7:15 A.M. Kids and staff wake up. Please no moans or groans. Life's a drag when you have to wake up to a neighboring groan.

8:00 A.M. Breakfast. All staff and kids required to eat together. It's a chance to compare yarns, discuss coming events, and greet the morning as a group. Morning activities are announced at the close of the meal.

9:00 A.M. Farm animals must be fed. One staff member takes a group of children to the farm area to help feed the critters. It's great to meet a pig or bottle feed a calf in the morning.

9:00-9:25 Morning walk preparation time. Brush your teeth, warm up your compass and dress for the occasion.

9:30-11:30 Field Experience. Each staff member takes a group of 10-12 kids (predetermined by school staff) on a hike - nature walk through woodland and wetland areas. The emphasis is on the natural environment, how it affects us, and how we affect it. We expect you to teach using a discovery approach to learning. Our goal is that each child knows that a life support system is necessary, but that the quality of it depends upon our political decisions, arrived at by seeing the economic, social, and aesthetic perspectives. Guides are provided initially, but your input after you're comfortable with the curricula is desired.

11:45 Waiters. Kids and one staff member.

12:00 Lunch with the children. Be prepared to drop all inhibitions and lead songs, stories, etc. Staff members describe individual courses in the afternoon and kids sign up for them.

1:00-1:55 Children's free time. Staff course prep time.

2:00-3:30 First special interest period. Staff teach classes in areas of special interest to them. An attempt is made to maintain a balance among all academic subjects; therefore, choice of topics is shared, trying to be fair to each instructor.

3:00-3:55 Children in lodges covered by visiting school teachers. Be prepared to supervise if visiting teachers not present.

4:00-5:30 Second special interest period.

5:45 Waiters and one staff.

6:00 Dinner, again with the kids. Be prepared to tell stories, sing, and cure indigestion.

7:00 Evening activities begin immediately after supper. Staff lead these activities which range from square dancing, new games, campfires, environmental hearings, etc.

9:00 Staff serve evening snacks.

9:30 Night walks. Each staff member takes four children on a short, 15-20 minute night hike. Content and subject matter up to staff discretion.

10:00 Children's bedtime, if not sooner.

10:00 Staff meeting. Staff meetings are to help to keep open communication with the visiting school personnel and allow our next day to run smoothly. Yet more importantly, it is a time to share our personal skills, perspectives, aspirations, and dreams.

Additional duties one can expect to assume include:

1. Feeding animals each morning and on weekends (rotated among staff).
2. Maintaining discipline, especially in regard to safety.
3. Handling occasional office work.
4. Cleaning kids lodges and the facility on Friday after group leaves.
5. Developing and preparing classes during free time and on weekends.
6. Writing lesson outlines on any new classes you introduce.
7. Washing dishes occasionally during meal times.
8. Everything else not mentioned.

Since we operate more than one facility you may temporarily be transferred from one place to another (we pay mileage). Unfortunately, after hours and on weekends are the only times you have to prepare classes. Interns should have a science/ecology background in order to feel at home in the woods. Come willing to share your personal knowledge and willing to transform it into valuable and worthwhile information for the kids and fellow staff.

Our staff are on duty 24 hours a day, five days a week. Your after hours are generally your own but we do reserve the right to call on your help in an emergency. Please come willing to work harder than you ever have before. A sense of humor is required. Our instructors are involved

in every aspect of running Nature's Classroom, from janitorial work to stuffing envelopes. Remember Nature's Classroom is the staff and children. Our program is only as good as we live it and make it.

PONKAPOAG OUTDOOR CENTER
OUTDOOR EDUCATOR TRAINING PROGRAM

Outdoor Educator Training Program
Ponkapoag Outdoor Center
Blue Hills Reservation
Canton, MA 02021
Phone (617) 696-4520

Ponkapoag Outdoor Center is located 12 miles south of Boston within the 5,700 acre Blue Hills Reservation. Environmental resources include a quaking bog, glacier effects, mountain area, forests, fields, and lakes. Year-round facilities include winterized dormitories and food service for 90 people, indoor classrooms, a challenge/ropes course, orienteering courses, a horse stable, lifecourse and maple sugaring evaporator.

Ponkapoag is an outdoor classroom inviting 4 - 7th grade public and private school children and teachers into a community experience of living and learning together. The program is an academic and social study of environmental relationships. You, as naturalist, would lead a group of 10 students through a variety of outdoor lesson units as well as sharing in leisure and social programs. Most students are participating in a 5-day residential program allowing them time to expand their relationships with you, their classroom teacher, and each other. The educational units include: sensory awakening, forest neighborhood/basic needs, interpreting history, wetland ecology/quaking bog, soil study, archaeology, field mathematics, pollution investigation, animal communities, maple sugaring, map and compass, ropes course challenge, and nightwalk/star gazing.

Job qualifications include an ability to express yourself with children, an interest in environmental programming, some college or equivalent training, teaching or counseling experience in a camp, school, or related setting. The minimum age is nineteen. Responsibilities of teacher trainees include responsibility for a teaching group of ten studetns during their outdoor education experience, participation and instruction in field lesson units and introduction, outdoor recreation and indoor leisure activities, creative projects, expanding your own knowledge of environmental and human relations through ongoing training seminars, and student teaching, participation in dining room and dishroom organization, and participation in extension teaching programs at schools.

Accepted applicants will be involved in an extensive 5-day residential staff training program. Training will include environmental concepts and teaching techniques for field study units. Program schedules and daily responsibilities will be outlined. The training week will precede actual student teaching in both the fall and winter/spring programs. There will be training seminars held each week to increase the skills level of teachers.

Program dates include mid-September through mid-November and mid-February through mid-June. Some variation due to school schedules will be considered if necessary. Lodging is available in the staff dormitory and meals are provided during student programs. Cost of living stipends are also available. There is room for 10 teacher trainees per session. To apply, mail a resume including personal, professional and education experience and training, a short essay on your perspective on outdoor education and children, and the date you are available to Ponkapoag Outdoor Center.

ENVIRONMENTAL LEARNING CENTER, INC.
ENVIRONMENTAL EDUCATION INTERNSHIPS

Environmental Education Internships
Environmental Learning Center, Inc.
Box 191A
Isabella, Minnesota 55607
Phone (218) 323-4345 or 323-4785

An internship at the Environmental Learning Center (ELC) is an experience in self-discovery. Exposure to new people, surroundings, natural features, ideas and concepts is a tremendous educational experience. The Center is located in the heart of Minnesota's rugged Arrowhead Country. The land is characterized by countless lakes and bogs scattered haphazardly across the weathered southern extension of the billion-year-old Laurentian Shield. The ELC came into being in 1971 when a federal grant was received to make use of the vacant Isabella Job Corps Camp as an Environmental Learning Center. When the partial support ended three years later, the Center incorporated, established a board of directors, and continued on as a self-supporting outdoor school.

As an intern, you will serve as an INSTRUCTOR, teaching, aiding, and observing educational activities. Your function as a SCHOOL LIAISON will result in your being the ELC spokesperson and program coordinator for a number of schools and programs. You will learn to use and repair environmental education equipment ranging from climbing gear to kits for measuring the oxygen in water. Your OBSERVATION skills will be sensitized to natural phenomena and to learning processes. TEACHING TECHNIQUES will include a repertoire of methods that make teaching a joy, both for yourself and your students. You will EVALUATE people and programs, and in the process grow personally and professionally. Often with two or three different schools in residence at the same time, you will be required to COORDINATE activities, equipment and facilities.

Each accepted intern will receive a complete set of the Center's "Planning Guide and Curriculum" materials prior to arrival at the ELC. Upon arrival at the Center, each session's team of interns will begin an orientation based upon these materials. The major goal of the internship is measurable personal growth in the context of the ELC programming and philosophy.

Upon completion of the orientation, each intern will have a complete understanding of planning school-group resident programs and be qualified to serve as an instructor for a variety of activities. These activities consist primarily of beginning outdoor skills and basic ecology. "Intern Activities" include the following: aquatic chemistry, Indian basketry, basic camping, beginning orienteering, river volumes, beginning canoeing, snow study, river velocity, beginning rock climbing, beginning cross country skiing, the water cycle, and winter mammal study.

Interns will be provided with housing at the Center. While far from luxurious, the housing is adequate. Food is provided and served in the Center dining hall. During those times when students are not in residence, food is provided which may be prepared by the interns in their own kitchens. Because of the distance from markets and the institutional menu, special diets are difficult to accommodate. A number of vegetarians have completed internships without ill effects. Interns are required to furnish clothing for the season and are encouraged to bring their hobbies with them.

It is not unusual for interns to be involved with students for extended periods of time each day. Frequently weeks run into one another with little notice of the passage of time. Interns are not required to work as dorm sitters during the evening, nor are they asked to perform non-instructional tasks at the ELC.

Students interested in internships at the ELC must be actively enrolled in college and recommended by their advisor. Credit arrangements must be completed prior to arrival at the ELC. An ELC application must be completed and accompanied by a resume and a letter of recommendation from the applicant's advisor. All necessary correspondence should be at the Center no less than one month prior to the selection date for each session. Normally, the Center places from six to nine students each session and receives applications in excess of the number of positions available. Early application is important. Session dates are as follows:

FALL	Early September until early November. Notification of selection will be made on May 1st.
WINTER	Early January until mid-March. Notification of selection will be made on November 1st.
SPRING	Mid-March until early June. Notification of selection will be made on February 1st.
SUMMER	Early June until late August. Notification of selection will be made on April 1st.

The Intern Program is under the direction of the Director of the ELC in cooperation with each student's advisor and the Center naturalists.

BOSTON UNIVERSITY RESIDENT INTERNSHIPS IN ENVIRONMENTAL EDUCATION

Resident Internships in Environmental Education
Boston University
Sargent Camp
RD #2
Peterborough, New Hampshire 03458
Phone (617) 353-3202

An internship in the Sargent Camp school program is a very intense yet rewarding experience. Its main purpose is threefold: to provide undergraduates, graduate students and other interested individuals with training in many facets of outdoor environmental education programs; to expose them to a variety of environmental education curriculum materials and methods of presentation; and to involve them in the practical application of acquired skills and teaching techniques.

Intern training programs are held each school year in September and January. These programs are usually two weeks in length. A shorter training session is sometimes held in late March or early April. Training encompasses many areas including adventure tasks and group problem-solving activities (similar in concept to those of Outward Bound); study of land and water environments; orienteering; activities aimed at increasing sensory awareness based on acclimatization concepts; appreciation of the night environment; and creative expression.

Most programs last one week and involve an average of 75 students, ranging from grades four through high school. The programs vary from week to week, based on the theme-related goals and objectives of participating schools and groups. Possible program themes include: "What is the Environment", "How Can We Plan a Model Community" and "How Can We Live in Healthful Harmony with our Environment".

Each intern will be working with students during a major portion of each day. For example, an interm may be instructing a group in water analysis during the morning and in adventure problem-solving in the afternoon. In the evening, the group may be involved in a nightwalk experience. The intern is associated with the same group of about eight students for the week and is also responsible for them at mealtimes. Supervisory responsibility during free times and evenings in the residence houses is shared by interns and teachers who accompany the students.

If interested, an intern may become involved in special projects at the camp. Work and time involved vary with the project selected (or proposed by the intern). Past projects have centered on program planning and scheduling with teachers, research on the camp's beaver population, developing new trails, maintaining the bird blind and feeders, laboratory activities, specializing in ropes course work, maple sugaring project, the organic garden and solar research projects. Interns may also participate in weekend workshops (on a space-available basis). Canoeing, rock

climbing, heating with wood, solar living, and edible plants have been offered as subjects for past workshops. When camp equipment is not needed for programs, interns may use canoes, snowshoes, or cross-country skis to develop their own skills. Use is usually restricted to camp property.

An intern usually teaches for an eight-week period after the two-week training session. This may be extended depending on program needs and the intern's requirements and performance. Interns are expected to be in camp each week from Monday morning breakfast through Friday afternoon. Attendance at staff meetings, regularly held on Friday afternoon, is required.

Credit may be arranged for an internship through any college or university that approves the experience. An internship may be used to meet requirements for independent study, field work, or student teaching. In addition to the experience at Sargent Camp, it may be possible to arrange for a student teacher to work with a cooperating classroom teacher in the Peterborough area to meet classroom teaching requirements for certification.

Ongoing observation and evaluation of the intern's work will be provided by the resident Sargent Camp school program coordinator and assistant coordinator. These persons will work closely with a member of the Boston University School of Education faculty or with an advisor/supervisor of the intern's sponsoring university in providing guidance for the experience.

Because this program is designed to meet independent study or student reaching requirements, the intern cannot be paid. At the same time, there is no cost to the intern; i.e., meals and lodging at Sargent Camp are provided during the period of involvement with school programs. Student teachers who reside at camp while teaching locally should expect to pay a nominal fee for room and board.

In order for this experience to be worthwhile, the intern must have a very strong commitment to the environmental education of children, should enjoy being out-of-doors, and should be dedicated to learning as a process of personal growth. Enthusiasm and energy are also key qualities that will make the experience a positive one. If interested, submit a recent resume with a letter outlining career goals and desired objectives of internship.

THE STUDENT CONSERVATION ASSOCIATION
STUDENT CONSERVATION PROGRAM

Student Conservation Program
The Student Conservation Association, Inc.
PO Box 550
Charlestown, New Hampshire 03603
Phone (603) 826-5206

The Student Conservation Program offers an opportunity to learn more about resource management and conservation, work for a public agency

contributing to its better management, develop outdoor work skills, explore a part of the United States and meet new people and make new friends through volunteer positions in national parks and forests. Over 5,000 young people have served in the program since 1957. One alumnus today is Superintendant of a national park. Others have become rangers, interpreters, and seasonal personnel in the National Park Service and U. S. Forest Service. Still others are teachers in high schools and colleges. Some today are senior officers in banks and corporations. Many have become civic leaders in their community effort to preserve and better manage their environment. All of them would agree that their service in the Student Conservation Program was an important experience in their lives.

Park and Forest Assistants work eight to twelve weeks each. They are assigned a variety of duties and projects ranging from manning information centers to leading nature walks to acting as shelter custodians, conducting field research, or performing backcountry patrol. They work side by side with the professional staff and are expected to perform their assignments to the same standards that apply to other employees. Park and Forest Assistants may serve together in groups or by themselves in isolated locations. Park and Forest Assistants are provided necessary training to carry out their position.

Park and Forest Assistants can have a variety of skills, work experiences and academic backgrounds. Not all are natural resource specialists; not all are interested in careers related to their SCA experiences. The writer or English major is just as eligible as the forestry or park management student. Useful academic backgrounds include natural history, anthropology, archeology, biology, cartography, fish and wildlife management, library skills, environmental or elementary education, American history, animal husbandry, natural resource management, and many others.

Experience in outdoor work, familiarity with tools, first aid, water safety and boat handling skills, backpacking experience, and experience in handling horses or other park animals are also useful skills. Many of the positions require and will develop skills of public speaking and communications. The ability to carry out an independent assignment is important.

Regular agency staff members provide guidance and assistance with job activities. Park and Forest Assistants are expected to work forty hours per week. Although participants are not paid for their time, Park and Forest Assistants receive travel funds to cover their trip to the job site and the return trip home; a uniform allowance; free housing; and a subsistance allowance. Most Park and Forest Assistants are college students, but anyone eighteen years of age or older who will have completed at least one year of college or will have been out of high school at least one year as of the coming July may apply. Application deadlines are January 1 for the spring program, March 1 for the summer program, June 1 for fall programs and August 1 for winter programs.

HIGH ROCK PARK CONSERVATION CENTER
NATURALIST-IN-TRAINING PROGRAM

Naturalist-in-Training Program
High Rock Park Conservation Center
200 Nevada Avenue
Staten Island, NY 10306
Phone (212) 987-6233

The primary objective of High Rock's Naturalist-in-Training Program is to provide undergraduates, graduates and other adults intensive training in environmental center programs through actual work experience. A secondary objective is to enrich the Center staff and programs through the interests, skills and enthusiasm of the trainees.

Since at least half of High Rock's naturalist/instructor's time is spent in teaching, at least half of the naturalis/trainee's time will be used in the same way. Trainees will begin with a week-long observation period to enable them to observe all the staff teaching a variety of themes. However, during the second week, trainees will teach at least one class each as a guide and instructor, since this is essential for the trainee in getting actively involved, in facing and dealing with anxiety about teaching, and in using the observation periods more fruitfully. One class will be added each week so that by the sixth week the trainee will be teaching one class each day as an instructor. The trainee will carry out all activities related to his or her teaching such as preparation, pre-trip contacts with teachers, pre-class planning with guides, and evaluation sessions following the class.

The other half of the trainee's time will be spent on as wide a variety of activities as time permits to give the trainee as complete a picture of work at a center such as High Rock as possible. A trainee will be involved in most, if not all, of the following:

1. Observing High Rock staff teaching, both off-site programs and in High Rock's 94 acre nature area.
2. Guiding groups of approximately ten children outdoors at High Rock.
3. Instructing whole classes at High Rock, planning lessons and directing guides.
4. Observing and participating in adult education programs.
5. Planning and preparing one exhibit, e.g. for the High Rock Discovery Room.
6. Strengthening knowledge in an area of ecology or natural history, sharing readings through discussions.

7. Observing the office, business and administrative practices in the daily observation of High Rock.

8. Participating in planning for land management at High Rock and other natural areas.

9. Learning about writing grant proposals and promotional material such as press releases or brochures.

10. Visiting at least two other interpretive centers in the area.

11. Participating in group evaluations of his or her experience in the trainee program.

The length of the program will be flexible to fit various college internship or practicum calendars, but will normally run ten weeks, either in the fall or spring. The trainee will be working full-time at High Rock during this period and will have the option of free rooming on the property. A limited number of stipends are available, but it should be noted that some college programs do not permit acceptance of stipends. Interested applicants should send a cover letter including a short description of your background, your present status, two references (one academic and one from an employer from a teaching or environmental position, if you have held one) and your reasons for wishing to participate in this program.

GREEN CHIMNEYS FARM CENTER INTERNSHIPS

Internships
Green Chimneys Farm Center
Putnam Lake Road
Brewster, NY 10509
Phone (914) 279-2996

The Green Chimney Farm Center is located in Patterson, New York, north of Brewster, on the grounds of Green Chimneys, a residential special education and child care facility. The Center is situated on a 150 acre site and includes a stable, teaching barn, a river, and an historic cemetary. The Farm Livestock Collection and Farm Machinery Exhibit are intended to display those items that are typical of agriculture in the Northeast. The Farm provides opportunities to observe and handle such animals as horses, ponies, donkeys, beef and dairy cattle, pigs, sheep, goats, rabbits, turkeys, chickens, ducks, and geese. Principles of animal husbandry and the use of various pieces of farm equipment are demonstrated in a working farm setting. In addition, a solar greenhouse, gardens, and field crops allow demonstration of various plants and crops and promote the awareness of man's reliance upon his natural environment. The Center's professional staff plan and supervise a flexible schedule of educational experiences taught by a corps of trained Farm Guides drawn from the students at Green Chimneys.

Working at Green Chimneys Farm offers year-round experience in several fields: outdoor education, animal husbandry, special education, horticulture. Interns wishing to specialize in any of these areas are welcome to work out individualized programs supervised by the farm director or assigned staff. The current staff includes a farm director, farm educator, riding instructor, horticultural therapist, and farm manager.

Interns assist the professional farm staff, teaching the students at Green Chimneys School, as they participate in daily chores, farm tours, horticultural projects, gardening, horseback riding, and other outdoor activities such as nature walks and cross country skiing. Interns also assist public tours, teacher workshops, and weekend events. Applicants must meet the following criteria:

1. A keen interest in children, farms, and outdoor education.
2. Twenty years old, a junior in college, or the equivalent.
3. A willingness to live in an institutional setting.
4. A commitment to stay at least eight weeks, preferably three to six months.

Starting dates are flexible and year round. Prospective applicants should send a current resume and a letter describing reasons for interest in the internship.

HILLSIDE OUTDOOR EDUCATION CENTER INTERNSHIPS

Internships
Hillside Outdoor Education Center
Gage Road
Brewster, NY 10509
Phone (914) 279-9327

The Hillside Outdoor Education Center is located in Brewster, New York. The Center is situated on fifty acres of a wooded hillside. A variety of outdoor learning environments at the Center include a forest, nature trails, a 19th century homestead site, a sugar maple grove, campsites, climbing wall, ropes and challenge course, and cooking areas. The facilities at Hillside consist of two winterized dormitories that accomodate a total of seventy-two people. There is a lodge with a fireplace, a dining area that will service seventy-five people, library/resource room, and several meeting rooms. A log cabin is used for program activities. A full time staff of professional outdoor educators and a corps of outdoor education interns serve as resource specialists and assist groups in planning and conducting school-site as well as day and resident outdoor education experiences while at the Center.

The Center provides opportunities for men and women who are either in college or beyond to gain experience in the field of outdoor education. Hillside is unique in that it encompasses the three aspects of outdoor education: school-site, day visit, or one day "field trips," and resident outdoor programs where classes stay overnight. Hillside serves over 13,000 people, mostly elementary aged students year-round.

Hillside is not purely a science, nature, recreation, or camping center. Here, the outdoors - the forest, river, cemetary, farm, or homestead - is used as a learning laboratory for any curriculum area - math, science, social studies, language arts, etc. Programs vary but may include forest and river explorations, survival, outdoor cooking, farm study, archaeology, orienteering, cemetary studies, nocturnal walk, as well as some earlier American crafts and outdoor recreation/adventure activities.

Interns primarily assist and teach visiting school groups and have opportunities to assist professional staff in administration, maintenance, public relations, curriculum development, trail work, and occasional work with emotionally handicapped children. Each intern is required to prepare a display or some other project. Applicants must meet the following criteria:

1. Two years or more of college (some exceptions made).
2. Desirable backgrounds - education; natural history; leadership experience - camp, teaching, youth groups.
3. Enjoy working with people of all ages, especially of elementary school age.
4. Feel comfortable working in the outdoors.
5. Be willing to learn and spend time planning lessons and programs.
6. Be willing to do some rough physical work at times.
7. Be willing to accept the live-where-you-work lifestyle.

Originally, Hillside's intern program was set up for college students involved in their field work/practicum/student teaching. Because of the great many job applications Hillside has received from individuals who did not have previous professional experience, it was decided that the intern program be expanded to professionally prepare individuals by acquainting them with and providing opportunities to experience all aspects of the operation of an outdoor education center while serving on the program staff at Hillside.

The intern work week is generally five days per week. Schedules vary; days are sometimes long. Time off is not always on weekends. Extra days work are compensated with time off at a convenient date. On-grounds room,

bedding, and laundry facilities are provided free. Interns provide their own meals except when school groups are in residence; meals are then provided free and eaten in the dining room with students. A small living expense stipend is provided.

The minimum internship is three months in length with exceptions made for college students gaining college credit. The maximum length of an internship varies, but most range from three to six months. There are three general periods of internships, September to December (four months) December to February (three months); or April to June (three months). Specific starting and ending dates vary. For internships beginning between September 1 and December 31, apply by April 1st and for internships beginning between January 1 and June 30, apply by November 1st.

When someone inquires about a possible internship at Hillside, the Assistant Director sends out the internship description, and application, and brochures about Hillside. Upon receipt of the completed application, the Assistant Director sends reference forms to the appropriate people as listed on the application. When all forms have been returned, applications are considered. (Ideally, an interview is set up at Hillside but this is not always possible.) Interns are then selected and notified. Upon an intern's acceptance of the position, and in preparation for the start of the program, the "Information Sheet for Interns" is sent to him/her along with directions, staff manual with specific readings, several appropriate program description sheets, current "Hillside Highlights," and the names and schools of other interns with whom he'll be working/living.

LAKESIDE OUTDOOR EDUCATION CENTER INTERNSHIPS

Internships
Lakeside Outdoor Education Center
South Main Street
Spring Valley, NY 10977
Phone (914) 356-7032

The Lakeside Outdoor Education Center is located in Spring Valley, New York on the grounds of Lakeside School, a residential special education and child care facility. The Center includes a plant and wildlife sanctuary and an interpretive building. There are also a variety of habitats through its 150 acres including two ponds, a stream, a swamp, several fields, a hardwood forest, and over three miles of nature trails. The interpretive building includes a museum with various displays and exhibits. In addition to the sanctuary and interpretive building there is a greenhouse, a garden area, an apple orchard, a stand of century old sugar maples, and an historic cemetary. A farm is now being developed on the site.

The Center is prepared to offer field training in outdoor education to college students. The experiences available at Lakeside Outdoor Education Center would satisfy internship requirements in the following disciplines: outdoor recreation, nature education for all ages, small museum and

menagerie management, greenhouse operation, exhibits and publications (arts and sciences), early childhood education, teaching special populations, and operating a demonstration organic farm.

Housing and finances are the intern's major personal concerns. Lunches are provided as well as a small stipend. Help may be provided in placing students in a private home or other reasonably priced accomodations. Prospective interns should request an application form.

NATIONAL AUDUBON SOCIETY CAMP STUDENT ASSISTANTSHIPS

Camp Student Assistantships
National Audubon Society
950 Third Avenue
New York, NY 10022

The National Audubon Society Camp Student Assistantships are designed to enable young people interested in natural history or ecology to learn more about the field, while at the same time assisting in the operation of one of its Adult Audubon Ecology Camps in Connecticut, Maine, or Wisconsin.

This program is open to high school seniors, college freshmen or sophomores with a definite interest in biology, natural history, or ecology. There are kitchen, maintenance, or secretarial positions available. The schedule is arranged so that in the course of the nine week season, July to August, student assistants can attend all field trips and programs.

Time is available for projects when under the guidance of the teaching staff. Room, board, and a small salary (depending on the job) is provided. University credit can be arranged upon consultation with the Camp Director ahead of time. When writing about these assistantships please state which camp you are interested in.

NATIONAL AUDUBON SOCIETY NATURALIST TRAINING PROGRAM

Naturalist Training Program
National Audubon Society
950 Third Avenue
New York, NY 10022

The Naturalist Training Program has been offered by the National Audubon Society since 1965. It is an intensive on-the-job training experience designed to familiarize college students, graduates and other adults with all facets of nature center work. The course is offered at several Audubon Centers. Each Center's approach is slightly different but allows for the individuality of the location and the trainee. Nature Center Directors who have hired graduates of this program indicate they have a six to eight month advantage over a person with no training of this type. The training is conducted by the experienced full time staff naturalists at the Audubon Centers.

Unless otherwise noted, courses begin approximately the third week in September and run to the third week in December, or from the second week in March through the first week in June of each year. While no salary is provided, the Society does offer housing during each 13 week training program. Trainee evaluations are available for prospective employers at the completion of a training period. The Society reserves the right to ask any trainee who, in the opinion of the Director or the staff, is not doing satisfactory work, to withdraw within two weeks of the beginning of a training session.

Apply to the Director of one of the following Audubon Centers. Space is limited to two people per Center per session depending on the location. Early application (4 to 6 months ahead) is essential. A personal interview is recommended and desired. Upon acceptance, a $25.00 registration fee is required to hold your place. This fee will be returned upon satisfactory completion of the course.

The Audubon Center in Greenwich

The Audubon Center in Greenwich lies on a 485-acre sanctuary which represents a large open space in a section of town already rich in open areas. Our Center provides a dramatic contrast to much of the Eastern Seaboard which is densely populated and heavily industrialized.

The Center works with groups from both suburban and urban areas. Program emphasis is placed on working with educators although we work with a varied public including adult group leaders, college students, elementary and high school students, general public, and adult volunteers. Programs and services include workshops, guided walks, children's programs, volunteers training courses, natural history courses, consultations, newsletters, a teacher resource center, school-site consulting services. The Center has been designated a National Environmental Study Area.

Our land is covered by a variety of communities: pond and stream, field and forest, marsh and swamp. This land was once an old farmsite and many telltale signs such as rock walls still remain to tell the story. Fifty-two acres of our property is designated by the State of Connecticut as a natural area. Our indoor facilities consist of a small interpretive museum, Teacher Resource Center, Environmental Bookshop, a demonstration classroom and resident facility.

Our purpose is to provide experiences that would help an individual become a confident and competent teacher-naturalist. Emphasis is placed on teaching. Other aspects of involvement include trail interpretation, exhibitry, writing educational and promotional materials, sanctuary and habitat management. A two week orientation program is conducted to quickly familiarize the naturalist trainees with all aspects of the Center. The naturalist trainees are then responsible for designing their own particular program in cooperation with the Center staff.

An interest in interpretive work, an ability to work with people, and a desire to enter this field after training are the main qualifications for our naturalist training program. College training in natural sciences or education and some teaching experience is helpful but not necessary. Practical experience may substitute for formal course work. For more information write:

Audubon Center in Greenwich
613 Riversville Road.
Greenwich, Connecticut 06830
Phone (203) 869-5272

Aullwood Audubon Center

The Aullwood Audubon Center, a National Environmental Study Area, is located just east of Englewood, Ohio off State Route 40. It is a diverse 70 acre sanctuary including old fields, a stream, pond, marsh, hardwood forest, wet woods, and stand of conifers. Although the general area is densely populated, the Center is buffered from these population centers by Montgomery County Park District land and by properties of the Aullwood Audubon Farm and Mrs. John W. Aull.

Trainees at the Aullwood Audubon Center are encouraged to become familiar with all aspects of the diverse educational programs carried out by Center personnel. This includes planning for and conducting one-week classes for school children, leading short term field trips for both adults and children, conducting adult education classes, working with the Center's teenage group and participating in educational programs held away from the Center. Teaching at Aullwood is mostly informal and discovery oriented. Aullwood is a friendly, relaxed place where individual concerns are met and cared for. There is opportunity to learn about and help with the management of the sanctuary, the mechanics of operating the bookstore, and care and treatment of the Center's live animal collection. Field trips to other outdoor education centers are planned so that trainees may compare these programs with those conducted at the Aullwood Center.

Trainees are expected to become somewhat familiar with native plants, animals and the ecology of the sanctuary. They may request Center staff to accompany them on field trips for the purpose of identification and personal instruction. How much and which subjects are learned is left to the discretion of the trainee. Furnished housing is provided within walking distance of both the Aullwood Center and the Aullwood Audubon Farm. A car is useful, but not essential, for running personal errands.

Trainees have many of the same responsibilities as regular employees including regular 8:30 a.m. to 5:00 p.m. working days, Tuesday through Saturday, tending the bookstore, and greeting visitors.

Aullwood Audubon Center
1000 Aullwood Road
Dayton, Ohio 45414
Phone (513) 890-7360

George Whittell Education Center

With the completion of the George Whittell Education Center in July 1974, an Internship Program in Environmental Education was instituted at the Richardson Bay Sanctuary in Tiburon, California. This position as Administrative Assistant to the Manager, provides interested students the opportunities to participate in all phases of Wildlife Sanctuary and Education Center operations.

- Teaching Programs: elementary, high school, college and adult classes

- Interpretive Programs: conduct nature walks, develop interpretive materials, prepare and conduct slide/lecture programs

- Program Management: develop teaching materials and guides, plan and develop program activities for the general public, design and conduct special workshops

- Sanctuary Operations: patrol, maintenance, habitat management

- Field Research: directed studies in all disciplines

This broad based program requires a full-time commitment, five days a week, for at least two quarters or one semester. It is hoped that participating students will pursue this activity for credit under an Independent Study or Work-Learn Program of their college. In order to apply, send resume to:

Richardson Bay Wildlife Sanctuary and Whittell Education Center
376 Greenwood Beach Road
Tiburon, California 94920
Phone (415) 388-2524

Sharon Audubon Center

Located in the hills of northwest Connecticut, the Sharon Audubon Center and its 590 acre sanctuary is an exciting place to be. The countryside is rural, as evidenced by scattered dairy farms interspersed with forest which is the home to bobcats and wet woodland where beaver and otter live. The area is rich both in natural and cultural beauty.

The Center's purpose is to cause change in the attitudes and behavior of the people with whom we come in contact, this change to be for the betterment of the people and the Earth. Our visitors come to us with a wide range of background, interest, and expectation. In order to meet them halfway, we must fill a variety of roles including historian, bird watcher, amateur veterinarian, school teacher, exhibit maker, answering machine, and philisopher. This purpose demands that our programs be of a truly flexible nature. Engaging in really flexible programming is sometimes very difficult, but the rewards are great.

Our approach to the naturalist training follows that format. "Normally" you spend the first week getting acquainted with the place, the staff, and the community. As the variety of program possibilities become more apparent, we chat with you in terms of your needs and desires. This forms the basis of your program.

Some things do tend to happen normally: we deal with people, so you will also; we follow each other with groups and talk about what happened; we deal with natural history more than other areas; we help with management and caretaking aspects of the operation. In all these, the trainees usually participate.

Sharon Audubon Center
Route 4
Sharon, Connecticut 06069
(203) 364-5826

NEW YORK STATE DEPARTMENT OF ENVIRONMENTAL CONSERVATION
NATURALIST INTERN PROGRAM

Naturalist Intern Program
Department of Environmental Conservation
Office of Communications and Education
Room 509
50 Wolf Road
Albany, New York 12233

The Department of Environmental Conservation, through its environmental centers (Five Rivers Environmental Education Center, Game Farm Road, Delmar, New York 12054; Verplanck Stony Kill Practice Farm Environmental Education Center, Route 9D, Wappingers Falls, New York 12590; Rogers Environmental Education Center, Box Q, Sherburne, New York 13460)

offers a program of naturalist training internships to persons seeking professional experience in natural resources, communications, and education. Each intern will receive training and experience in a wide variety of education center programs as well as the management and administration of these facilities. A basic core of work experience will be required of each intern and additional opportunities will be available depending on individual interests and skills.

Interns will benefit from working within an established natural resources agency and from professional contacts maintained by the education centers with organizations such as Onondaga Nature Centers, Inc., National Audubon Society, Association of Interpretive Naturalists, and the National Park Service. Evaluations for use by accredited institutions will be provided for interns as well as job recommendations for future employment.

During the internship each participant will receive orientation to the Department of Environmental Conservation, its goals, objectives, program units, and special problems and training and experience in those areas available which are agreed upon by the intern and the center director. Each participant will be expected to complete at least three of the five required projects listed below. Participants are also expected to design and carry out a special unique project in cooperation with the center director and staff.

Training and experience will be available in the following areas: operations and activities of an environmental education center; principles of interpretation; program planning and execution, including public programs, special group programs and school class programs; publications writing and production including press releases and newsletters (there will also be opportunities to write articles for major department publications such as the New York State Environment and the Conservationist magazine); exhibit design and construction; trail planning and development; biological collecting and specimen preparation; relationships between the centers and citizen non-profit organizations; center administration including budgeting, personnel, maintenance, business management, and facilities management; consulting services including site evaluation and planning; training of teachers and youth leaders; professional development, including the improvement of interpretive skills and the development of personal contacts within the environmental education field; education and interpretation research; interpretation of DEC programs such as pure waters, air resources, forestry, wildlife, etc; individual interests including photography, illustration, taxidermy, etc., may be pursued.

Each intern will complete at least three of the following projects while working at the education center. Additional tasks, including the major special project, will be planned in conjunction with the center director and program coordinator. Required projects are as follows:

- Instruct a school class, following a lesson plan being used at the center. Modify that plan and evaluate it.

- Plan and lead a workshop or interpretive walk geared to a specific group interest.

- Prepare an exhibit illustrating an environmental quality problem or ecological concept.

- Prepare for publication an article on a topic involving environmental education or an environmental problem.

- Prepare an audio-visual presentation on a natural history or environmental problem.

Each center will provide living space on the grounds (including bedroom and kitchen facilities) at no cost to the intern. Each intern will also be provided work space at the center. Anyone over 18 years of age, with a demonstrated interest in environmental education, may apply. Preference will be given to persons with strong backgrounds in natural history and environmental education. Internships will be 12 to 16 weeks in length and will commence at certain times during the year to allow for coordination of training among the three centers. Applications for internships should be submitted at least two months before the start of the time period desired and a letter of application with a resume should be submitted.

WILDCLIFF MUSEUM NATURALIST-IN-TRAINING PROGRAM

Naturalist-in-Training Program
Wildcliff Museum
Wildcliff Road
New Rochelle, New York 10805
Phone (914) 636-2108

The primary objective of Wildcliff's Naturalist-in-Training Program is to provide undergraduates, graduates, and other adults with intensive training in environmental center programs through actual work experience. A secondary objective is to enrich the staff and programs of the Wildcliff Museum through the interests, skills, and enthusiasm of the trainees.

Wildcliff is a participatory museum with a variety of components: a mini-farm, greenhouse, education department, exhibits, craft center, and 69 acres of trails providing for a diversified experience. The naturalist-in-training will be involved in many aspects of museum functioning. Primary emphasis will be placed upon environmental teaching and program related activities. Trainees will begin with a week long observation period to enable them to observe the staff teaching a variety of natural science themes. During the second week trainees will work with another staff member and team teach several programs. This will enable trainees to accustom themselves gradually to teaching while obtaining support and feedback from their team member. After the initial few weeks, trainees will be expected to teach these elementary school classes on an individual basis, approximately one class per day. Trainees will also prepare programs, meet with teachers, and write accompanying program information.

In general, naturalist trainees will be involved in the following activities:

1. Participating in a variety of museum programs including special festivals, exhibit tours, and craft center events.

2. Maintaining and improving trails at the Ward Acres site, including work on an in-progress guided trail.

3. Writing program proposals and developing new natural science programs. This activity could serve as the basis of a dissertation in conjunction with the university concerned.

4. Observing and team and solo teaching a series of programs including field trips throughout Westchester County, after school or classroom sessions and pioneer life events.

5. Developing and presenting weekend outdoor education programs at the craft center and surrounding 69 acre site.

The length of this training program is flexible, designed to fit various college internship and practicum calendars, but will normally run about three months, either in the fall or spring. The trainee will be working full-time at Wildcliff during this period. College credit will be arranged wherever possible. Twice, once halfway through the program, and a second time at its conclusion, the Wildcliff staff and trainee will meet to evaluate the trainee and the program in a supportive open discussion.

Interested individuals should write a letter including a short description of personal background, present status, academic reference and reasons for wishing to participate in this program.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
OUTDOOR/ENVIRONMENTAL EDUCATION INTERNSHIP PROGRAM

Outdoor/Environmental Education Internship Program
Division of Recreation
University of North Carolina at Greensboro
Greensboro, North Carolina 27412
Phone (919) 379-5327

Since 1976, the Division of Recreation at the University of North Carolina at Greensboro (UNC-G) has been lending leadership to the dynamic field of outdoor/environmental education through its internship program. It has grown along with the B.S. degree program in recreation with a concentration in outdoor/environmental education, the Piney Lake Field Campus, and the Center for Environmental, Camping and Outdoor Education. All of these initiatives combined have given UNC-G an important niche and prominence as a state and national leader in outdoor/environmental education.

Internships are available during the summer, fall, or winter, or may be combined for a longer period of time; it is usually four months in length. Since both change and continuity are important for good program development, we welcome various combinations of internships. The objectives for the program are as follows:

1. To develop a greater knowledge, understanding, and appreciation of our environment and its problems.

2. To share and practice interpretive skills and techniques.

3. To learn about, practice, and implement outdoor/environmental programs for all ages.

4. To grasp and understand the foundations of the field of outdoor education.

5. To gain administrative skills through actual experience with these processes: planning, organizing, staffing, directing, coordinating, and evaluating.

6. To enhance and develop individual talents and skills through special projects.

Interns would live and work on the university-owned 45 acre Piney Lake Field campus and be housed in a cabin, which would also serve the students during programs. All cabins are insulated, paneled, and heated. Showers, sinks, and toilets are housed close by in a separate building. All meals are provided while resident programs are in session. A kitchen is made available for food preparation when resident programs are not in session. A small stipend is provided.

One of the real strengths of any program is its diversity of resources. The most valuable are the other interns you meet from across the country and the full-time staff. They represent a wide variety of experiences and training and are here to grow professionally with you. A core professional staff will guide your training and involvement. You will share your expertise with undergraduate students enrolled in the concentration in outdoor-environmental education programs, as well as the teachers and students served through the programs offered at the field campus.

Located at the field campus is a complete outdoor/environmental education library and equipment rooms filled with ideas and teaching aids. Audio-visual equipment including projectors, tape recorders, and amplifiers are available. Recreational equipment including canoes, sailboats, ropes course, etc., are accessible for your use on the property. In addition, you will have access to the extensive collection of related materials on the main campus.

Interns should come prepared to work hard and give freely of themselves to the children, teachers, and other staff. You can be expected to be involved with the following duties:

1. Developing and implementing new lesson plans.

2. Teaching educational and recreational classes to students ranging from kindergarten age to adults.

3. Supervising and living with a small groups of students in your cabin.

4. Building self-constructed outdoor education equipment, displays, etc.

5. Assisting with kitchen and dining hall food preparation, serving, and clean-up.

6. Helping with maintenance and recordkeeping tasks as required to facilitate programs.

7. Adopting and completing a special project that brings lasting benefit to the field campus and its programs.

Prospective interns should request an application. Submitted with the completed application should be a cover letter, transcripts, and three references.

WESTERN NORTH CAROLINA NATURE CENTER INTERNSHIPS

Internships
Western North Carolina Nature Center
Gashes Creek Road
Asheville, North Carolina 28805

The Western North Carolina Nature Center internships provide practical, on-the-job training in nature center operations for individuals who have completed or will soon complete an academic program. There are two internship opportunities: (1) in educational services working with the Senior Naturalist and (2) in nature center management working with the Director.

Internships are available for two 16-week periods, February to May or September to December. A one hundred dollar a month stipend is paid to help defray living expenses. Interns are selected based upon a resume and an essary describing how career objectives, past training, and the internship will help to achieve these personal and professional goals.

YMCA CAMP CAMPBELL GARD
OUTDOOR EDUCATION INTERN PROGRAM

Outdoor Education Intern Program
YMCA Camp Campbell Gard
4803 Augspurger Road
Hamilton, Ohio 45011
Phone (513) 867-0600

Camp Campbell Gard is a branch of the Hamilton-Fairfield YMCA. The camp is located five miles northeast of Hamilton, Ohio on the Great Miami River on 175 acres of floodplain, divided between forest and old field. Nine months of each year a resident outdoor education program takes place each week. Local children come with their classes to learn about the natural world, pioneer life, and themselves. The children range in age from third to eighth grade and stay from two to four days.

The basic approach is for the camp to provide about one-half of the staff required to run the program. The teachers with each school provide the rest of the input. The camp staff works with each school in order to individualize its schedule. Once the schedule is created, teachers come to camp and are trained in specific activities they will teach.

During a typical day a naturalist might have four or five one-hour activities with trail groups of about 12 children each. Some activities chosen by the school include: birds, forest hike, energy, orienteering, and senses hike. Evening activities include such activities as hayrides, night hikes, square dancing, and campfires. Flexibility is the name of the game, for on some days the staff works from 7:30 AM to 10:00 PM. These are long hours, but they don't necessarily occur every day.

In addition to working with children, the staff creates new activities, assists occasionally in the kitchen and with maintenance, and works closely with teachers. It sounds like work and it is. The program demands a magical, hard working person who really loves working with children.

The four naturalists are housed in a lodge with two large sleeping wings and a central living room. The staff provides some of its own furniture and other personal needs. Staff food is provided at all meals when there are groups in camp. On weekends when there is no outside group in camp, the staff members cook for themselves. Some food is provided for these off periods.

The interns working at the resident outdoor education center would be responsible for working with elementary age school groups including leading them on field trips, evening activities, planning and initiation of programs, interpretive displays, care of animals, working with teachers and administrators, and doing some maintenance and kitchen work.

The job includes training and observation time, long hours and living at camp in the staff lodge. Room and board, along with a small stipend, is provided. A background, formal or informal, in natural history or environmental education is expected. Interested applicants should write. An interview may be required. Interns can work a flexible period of time from ten weeks to six months at various times of the year.

CARNEGIE MUSEUM OF NATURAL HISTORY
ENVIRONMENTAL EDUCATION INTERNSHIP

Environmental Education Internship
Carnegie Museum of Natural History
4400 Forbes Avenue
Pittsburgh, Pennsylvania 15213

One-year internships are available in non-formal environmental education, including experiences at a major museum, a public parks and recreation program, and a nature center, all concerned with audiences from urban and suburban areas. The individual must be working toward or have recently completed a master's degree in environmental education and/or interpretation or related field and be interested in working with the above audiences. The intern will be involved in all phases of non-formal environmental education at each site, including planning, implementation, staff training, and evaluation. Send a resume, undergraduate and graduate transcripts, and two letters of recommendation.

POCONO ENVIRONMENTAL EDUCATION CENTER
ENVIRONMENTAL EDUCATION INTERNSHIPS

Environmental Education Internships
Pocono Environmental Education Center
RD 1, Box 268
Dingmans Ferry, Pennsylvania 18328
Phone (717) 828-2319

The Pocono Environmental Education Center (PEEC) is a non-profit educational institution established in 1972. Keystone Junior College of La Plume, Pennsylvania, is the steward of the center in cooperation with the National Park Service. PEEC, a regional environmental study center, is located in northeastern Pennsylvania within the boundaries of the Delaware Water Gap National Recreation Area. Its "classroom" consists of approximately 200,000 acres of public lands including forests, fields, ponds, waterfalls, streams, gorges, a fossil slope, and diverse natural areas.

Students from elementary, middle, and secondary schools come to PEEC for programs of academic and recreational activities. In the academic area, integration of the natural sciences with the humanities, arts, and social sciences provide exceptional experiences for PEEC students. Local flora and fauna offer excellent opportunities for study. Readily available to school groups at PEEC are the banks of the Delaware River, lowlands, uplands, forests, old fields, cultivated fields, pastures, scrub oak barrens, slopes, ravines, cliffs, talus slopes, and acid bogs and their shores.

At PEEC a new kind of education is being implemented -- environmental studies. The goal is to help people be aware of and concerned about environments, develop knowledge skills, values, and attitudes necessary

to improve their human nature relationships. Through creative work in formal and/or non-formal education activities, people at PEEC become aware of and concerned about the environment and its associated problems.

Environmental education internships with specialty concentrations in field natural history, art education, and outdoor pursuits are available. Opportunities are provided for interns in residence at PEEC to have the following experiences:

1. Assisting with preparation for and followup to residential environmwntal education programs for urban, suburban, and rural children.

2. Working with inner city children at a residential environmental center.

3. Planning, implementing, and maintaining residential environmental education program components.

4. Utilizing local community resources to develop residential environmental education programs.

5. Participating in and assisting with in-service environmental education programs.

6. Reviewing and experimenting with recent environmental curricula and materials such as OBIS (Outdoor Biology Instructional Strategies) and PLT (Project Learning Tree) and We Can Help.

7. Developing and refining program activities provided at a residential center.

8. Attending professional environmental education conferences and workshops.

9. Meeting with urban environmental educators such as members of the New York City Board of Education Environmental Advisory Council.

10. Interacting with the National Park Service personnel, members and officers of professional environmental education organizations such as The Nature Conservancy, American Nature Study Society, Conservation Education Association, The National Science Teachers Association, and the Pennsylvania Alliance for Environmental Education.

The basic duties of the interns will be: (1) to provide instruction for diverse formal and non-formal education groups; (2) to assist with physical plant upkeep and maintenance; and (3) to participate in staff development and program implementation. A BA is desirable, but upper division students will be considered. An intern should have demonstrated experience working with groups and an interest in working with early

adolescents, middle/junior high school students, and adult groups in a residential setting.

The job is very challenging and the reward of working with children in the out-of-doors are infinite. Room and board are provided as well as a stipend and vacation days. A minimum commitment of six months is required with a maximum commitment of twelve months. Interested applicants should send a cover letter and resume.

NATURE CENTER OF CHARLESTOWN
ENVIRONMENTAL EDUCATION INTERNSHIPS

Environmental Education Internships
Nature Center of Charlestown
RD 2, Box 455
Phoenixville, Pennsylvania 19460
Phone (215) 935-9777

The Nature Center of Charlestown offers environmental education internships. Students should possess a strong desire to work out-of-doors with students of all ages. At least two years of college is preferred in the field of science and/or education. The experience an intern would gain includes the following: outdoor teaching (k-12); program development in environmental education; creating interpretive displays and exhibits; upkeep of nature center grounds and exhibits; answering general public inquiries on natural history; conducting family workshops on various nature related topics; writing articles for nature center publications; animal care and handling; and working to improve and expand volunteer program.

Specific objectives of the program include:

1. To allow interested college students to learn and participate in all aspects of nature center operations, with main emphasis on environmental teaching-

2. To provide professional experience which may later lead to a future career in environmental education.

3. To develop skills in public relations by informing the general public on topics of natural history, both by formal program and informal contacts.

4. To gain literary skills by writing articles for the nature center's publications.

5. To work in and become familiar with program development.

6. To receive college credit for the experience received through the internship. (Some colleges do not give credit for this program; students should discuss this with college advisor.)

Internships are offered twice yearly, both fall and spring semesters. The length of time is approximately eight to twelve weeks. The program is flexible and established according to student needs. The Nature Center of Charlestown offers training and experience, but no salaries, stipends, or housing.

SCHUYLKILL VALLEY NATURE CENTER
TEACHER/NATURALIST TRAINING PROGRAM

Teacher/Naturalist Training Program
Schuylkill Valley Nature Center
8480 Hagy's Mill Road
Philadelphia, Pennsylvania 19128

The Teacher/Naturalist Training Program at the Schuylkill Valley Nature Center is designed to give college students, graduates and other adults a brief but total immersion into the operations of an urban nature center. The majority of visitors to the nature center are from the city and the educational programs are aimed towards environmental awareness for the urban dweller. It includes 361 acres of streams, pond old field, and deciduous forest within the city of Philadelphia. Indoor facilities consist of a 4000 volume library, Discovery Museum, Teaching Resource Center, auditorium, bookstore, darkroom, graphics room, three classrooms, work areas, and offices.

The training program supplies the trainee with the resources necessary to develop basic skills in the field of environmental education. Its goal is not to provide a complete course in natural history or ecology. A trainee acquires experience in the following areas:

- Teaching daily classes of school children, including handicapped individuals
- Developing curriculum materials for all ages
- Designing public relations materials and developing skills in the graphic arts
- Developing audio-visual materials
- Creating exhibits for the Discovery Museum
- Experience with concepts of land management
- Observing and assisting with adult workshops, teacher workshops, and credit courses offered through various colleges and universities
- Exposure to other environmental education programs

In addition to these activities, the trainee will have the chance to interact with a staff of varying backgrounds, interests, and philosophies.

Training sessions are held twice each year and are 15 weeks in length. There are usually four trainees for each session. The fall session runs from mid-September through mid-December and the spring session from March through early June. In addition, there is an option for a land management program. The nature center offers housing for the trainees in a furnished apartment within easy walking distance of the main building. The trainees supply their own food and bedding.

The training program begins with a thorough two week orientation to the center's operations and teaching techniques. Trainees gradually assume responsibilities during this period and by the third week are an integral part of the center and its professional teaching staff. They are expected to work the same hours as the staff with the day beginning at 8:30 and ending at 5:00. Occasionally it may be necessary to work on a Saturday, in which case the trainees receive compensatory time. During the training session, trainees have the opportunity to confer with the educational director concerning their progress at the nature center. At the conclusion of the program, each trainee receives a detailed evaluation from the center's staff which they may use as a reference in applying for professional positions.

SHAVER'S CREEK ENVIRONMENTAL CENTER
INTERNSHIP PROGRAM

Internship Program
Shaver's Creek Environmental Center
The Pennsylvania State University
Recreation and Parks Program
267 Recreation Building
University Park, Pennsylvania 16802
Phone (814) 865-1851

The Shaver's Creek Environmental Center offers internship positions each spring, summer, and fall. A maximum of four positions for each season, average 12 to 14 weeks in length, are available, and room and board are provided. The internships are designed to provide the participants with real, on-the-job experiences in the field of environmental education. Interns will have the opportunity to be involved in resident and/or day interpretive programming and will work with all agre groups -- elementary through high school students, college students, teachers and other adults.

Some of the experiences available to interns include:

- Working with adverture-awareness programs
- Summer tripping programs
- Living history programs

- Recreational programs
- Teacher training
- Training college students
- Preparing programs, materials, displays, learning center, and audio-visual presentations
- Wildlife rehabilitation

These are only some of the possibilities. There is potential for more -- or less. The program is flexible and tailored to the needs of each individual intern. The atmosphere is sharing and supportive. The Shaver's Creek Environmental Center has two component parts: (1) the Shaver's Creek Nature Center and (2) the Shaver's Creek resident program. Each part has a separate site and internships are available for both. The program at the nature center is more day-based interpretive programs, while the resident center is an outdoor/environmental education resident based program.

NOTCHY CREEK ENVIRONMENTAL CENTER
ENVIRONMENTAL EDUCATION INTERN PROGRAM

Environmental Education Intern Program
Notchy Creek Environmental Center
Route 1
Big Creek Road
Madisonville, Tennessee 37354
Phone (615) 745-5552

The Notchy Creek Environmental Center offers week long residential programs for school groups in Tennessee, Georgia, and Alabama. Students participate in an outdoor education program which the staff coordinates and teaches. The center can accommodate 150 students at a time.

Environmental education interns will be expected to:

1. Teach present environmental education classes and develop new lessons

2. Assist staff in developing new program areas

3. Work with teachers at workshops, helping them teach and familiarizing them with the programs

4. Coordinate school groups' schedules as they come in

Those interested in applying for the intern program should either have graduated from or presently be enrolled in a college curriculum in environmental education, park and recreation management, or a related field. Room, board, and a monthly stipend (amount depending upon experience and education) are provided.

TENNESSEE VALLEY AUTHORITY
ENVIRONMENTAL/ENERGY EDUCATION INTERNSHIP

Environmental/Energy Education Internship
Environmental/Energy Education Program
Division of Land and Forest Resources
Tennessee Valley Authority
Norris, Tennessee 37838

Tennessee Valley Authority's (TWA) Valley-wide Environmental/Energy Education Program is responsible for formal (educational community-K-university level) and nonformal (casual visitors and organized groups) environmental education activities. Program activities are located in these seven states: Tennessee, Kentucky, Mississippi, Alabama, Georgia, North Carolina, and Virginia.

The environmental/energy education program offers internships:

- to help a student gain an understanding and appreciation of role, duties, and responsibilities of environmental educators
- to provide a student with concentrated experiences, to increase skills in the various program areas, and to increase his knowledge of the organization and administration of environmental education
- to assist the student in determining strengths and weaknesses
- to give a student leadership experiences that will assist in preparation for full-time employment
- to provide a professional setting and awareness of professional requirements
- to provide the student with an awareness of the environmental education programs of various agencies and institutions

TVA's environmental/energy education program offers internships in four areas: (1) interpretive centers, (2) universities, (3) recreation, and (4) specific projects.

TVA had developed, to date, three interpretive centers that serve both formal and nonformal participants. The Noluchucky Waterfowl Sanctuary and Environmental Study Area, located in Greeneville, Tennessee, consists of a 1,000 acre site. The center's main theme is energy, focusing on an antiquated 1319 powerhouse with the major equipment still intact, and on alternative energy sources applicable to the general public, such as solar greenhouses and solar water heaters. The Upper East Tennessee Educational Cooperative, composed of 12 school systems, uses Nolochucky as a base for activities with elementary students.

The Norris Interpretive Center, located on TVA's Norris Reservation, Norris, Tennessee, is rich in historical interpretation. The interpretive center uses pictorial exhibits to depict land use patterns and agency activities. The Lenois Museum, a state-owned facility filled with artifacts of early settlers, an 18th century grist mill, and a threshing barn are located on the reservation. Interpretive program activities include content related to natural resource management, energy resources, and historical resources. Activities are offered for school groups and the general public.

The Muscle Shoals Interpretive Center, still in the developmental stage, offers a multifaceted resource program. Located on the Muscle Shoals Reservation, activities are developed around history, agriculture which includes the National Fertilizer Development Center, International Fertilizer Development Center, Aquaculture Project, and greenhouse

experiments, the hydrodam, and forestry. The center facilities, to include interpretive trails, are scheduled for completion October 1, 1980.

The environmental/energy education program has been instrumental in establishing environmental education centers in several valley universities. Through this network, interns are assigned to the centers to work with special projects within school systems served by the center. The interns are responsible to the center for development and implementation of project activities.

There are opportunities for internships, through the Norris office of TVA, for special projects designed to meet specific needs of the program. Examples include interpretive brochures, publications, and audio-visual presentations.

The fourth and newest dimension of the intern program is providing activities for the general public at TVA recreation areas. This part of the program is being coordinated through the Recreation Resources Program. Although primary responsibility will be to plan, implement, and evaluate environmental education programs, the intern will assist in recreation activities. Activities are provided for organized groups during the week and for overnight campers and day users on weekends.

Internships generally run from mid-May to mid-September with the number of interns based on the need of the program.

VERMONT INSTITUTE OF NATURAL SCIENCE
TRAINING INTERNSHIP IN ENVIRONMENTAL EDUCATION

Training Internship in Environmental Education
Vermont Institute of Natural Science
Woodstock, Vermont 05091
Phone (802) 457-2779

The Vermont Institute of Natural Science (VINS) in Woodstock, Vermont offers a training internship in environmental education. VINS is a private non-profit membership organization with three main program objectives: (1) statewide environmental education for elementary school children; (2) natural history courses for Vermonters of all ages; and (3) ornithological research. These are carried out by the School Services Division, Program Services Division, and the Ornithological Research Division.

I. School Services provides:

- ELF (Environmental Learning for the Future). This is a program designed to give elementary school children outdoor natural history learning experiences. VINS staff trains teachers and volunteers at monthly workshops in towns throughout Vermont. These participants in turn lead local elementary school children on monthly field trips.

- Teacher workshops on school site during the school year and on VINS preserve during the summer.

- Programs for children which, in school time, include owl demonstrations, visits to the birdbanding station, and field trips either at school or at VINS; and, in summer, include a series of week long day camps.

II. Program Services provides:

- Short natural history courses (3-6 sessions) on a variety of topics

- Lectures/programs/field trips throughout Vermont

- VINS publications -- newsletters, 10 annually; Vermont Natural History, annual magazine; "Records of Vermont Birds", four yearly.

III. Ornithological Research provides:

- Birdbanding station -- major research station licensed by the US Fish and Wildlife Service, with computerized data on 25,000 birds. In operation daily April 15 - October 31.

- Atlas bird breeding survey -- a five year census of the breeding birds in the state.

An intern in this program will be given training and experience in the research and preparation of teaching materials and in the actual conducting of workshops on a variety of natural history topics to both adults and children. Any person with a special interest in environmental education who has courses or experience applicable to environmental education is encouraged to apply. The specific job training opportunities provided include the following:

I. During School Year

1. Research and writing natural history background information material on specific topics. 2,000 volume library and vertical file available at VINS.

2. Devising and leading activities to stimulate natural history discoveries.

3. Observing and assisting VINS staff in workshops for teachers and volunteers throughout Vermont.

4. Working with elementary school age children.

5. Experience with organizing and maintaining community based volunteer programs

II. Summer Opportunities

1. Working with elementary age children in week long summer discovery programs as group leader or assistant.

2. Planning summer discovery programs to include theme for week, research, development of activities, assembling materials, etc.

3. Participation in planning and conducting concentrated week long teacher workshop.

The internship is for a minimum of three months or a college term. VINS offers training and experience, but no salaries, stipends, or housing. College credit may be arranged by special request. A prospective intern should request and complete a VINS intern application form and submit it along with a resume, transcript, and three letter of reference. An interview should be set up with the AINS Internship Director.

VERMONT INSTITUTE OF NATURAL SCIENCE
INDEPENDENT RESEARCH AND/OR PROJECT INTERNSHIPS

Independent Research and/or Project Internships
Vermont Institute of Natural Science
Woodstock, Vermont 05091
Phone (802) 457-2779

The Vermont Institute of Natural Science (VINS) in Woodstock, Vermont offers an independent research and/or project internship. VINS is a private non-profit membership organization with three main program objectives: (1) statewide environmental education for elementary school children; (2) natural history courses for Vermonters of all ages; and (3) ornithological research. These are carried out by the School Services Division, Program Services Division, and the Ornithological Research Division.

I. School Services provides:

- ELF (Environmental Learing for the Future). This is a program designed to give elementary school children outdoor natural history learning experiences. VINS staff trains teachers and volunteers at monthly workshops in towns throughout Vermont. These participants in turn lead local elementary school children on monthly field trips.

- Teacher workshops on school site during the school year and on VINS preserve during the summer.

- Programs for children which, in school time, include own demonstrations, visits to the birdbanding station, and field trips either at school or at VINS, and, in summer, include a series of week long day camps.

II. Program Services provides:

- Short natural history courses (3-6 sessions) on a variety of topics.

- Lectures/programs/field trips throughout Vermont.

- VINS publications -- newsletters, 10 annually; Vermont Natural History, annual magazine; "Records of Vermont Birds", four yearly.

An individualized research and/or project internships may be arranged to concentrate on research (ornithological, botanical) or on a project appropriate to the intern's objective, interest, and experience, and to VINS goals. Any person with the experience and background knowledge to carry out independent research or an individual project with moderate supervision is qualified for application. The specific research/project opportunities include:

1. Program Services: Develop a short natural history course, community program, monthly exhibits, slide shows.

   Write natural history, social ecology articles for VINS newsletter or annual magazine, Vermont newspapers, radio and magazines.

   Graphics for VINS publications, exhibits, articles.

2. Research: Ornithological

Atlas Bird Breeding Survey field work (June - July)

Birdbanding Station (15 April - 15 June; 15 August - 31 October)

Hawk Watch (Fall)

Data Analysis

The internship is for a minimum of three months or a college term. VINS offers training and experience, but no salaries, stipends or housing. College credit may be arranged by special request. A prospective intern should request and complete a VINS Intern Application form and submit it along with a resume, transcript, and three letters of reference. An interview should be set up with VINS Internship Director.

AUDUBON NATURALIST SOCIETY
ENVIRONMENTAL EDUCATION INTERN PROGRAM

Environmental Education Intern Program
Audubon Naturalist Society
8940 Jones Mill Road
Washington, DC 20015
Phone (301) 652-9188

The purpose of the Environmental Education Intern Program is to provide graduate and undergraduate college students and other adults with a practical on-the-job experience that is designed to prepare him or her for a career in the environmental education field. After an initial training and observation period, participants will gain experience in the following areas:

- Designing and conducting programs for school groups
- Designing and conducting after-school and weekend classes for children, adults, and family groups
- Observing and leading field trips
- Curriculum development
- Publicity, including brochure design, news articles, and press releases
- Participation and assistance in environmental education courses and workshops for teachers and volunteers
- Nature trail and exhibit design
- Habitat management

Participants will have the opportunity to work with and share ideas with people involved in all aspects of the environmental education field.

The Washington metropolitan area probably has the highest concentration of nature centers and conservation organizations, as well as government agencies, such as Department of Interior, National Park Service, and the Smithsonian Institute. Interns may also take advantage of the many courses, lectures, and field trips sponsored by the Audubon Naturalist Society.

Interns may choose either a fall session (mid-September to mid-December) or a spring session (mid-March through May). A special summer session, which may be combined with spring or fall, is also possible. Participants are expected to work a five day week. Weekend work may be frequent at times in which case interns will have days off during the week.

A limited amount of housing may be available. Funding is being sought and stipends may be available in the future. Interns are expected to make their own arrangements for receiving credit. Interns should either be pursuing or already be involved in a career in environmental education. The ability to relate to and work with people of all ages is vital. Some background in the natural sciences is required, but college training and formal teaching experience, although helpful, are not necessary. Interested applicants should send a letter of inquiry, a resume, and two letters of recommendation.

FRIENDS OF THE EARTH
ENVIRONMENTAL INTERN PROGRAM

Environmental Intern Program
Friends of the Earth
530 7th Street, SE
Washington, DC 20003
Phone (202) 543-4313

Friends of the Earth (FOE) offers an intern program for highly capable and motivated individuals to obtain firsthand experience working with the government and public at large on prominent environmental issues. This is an unpaid position which provides environmentally-conscious participants an opportunity to work with the legislative branch of FOE in Washington, DC.

Friends of the Earth is an active environmental organization with locations throughout the US and 17 other countries. FOE's main objectives include:

1. Promoting the use of alternative, clean fuel resources such as solar energy;

2. Opposing nuclear power;

3. Protecting the Earth's last wildernesses (such as Alaska) and endangered species (such as the great whales);

4. Protecting air, water, and soil from pollutants;

5. Controlling toxic substances; and

6. Regulating genetic engineering.

There are six lobbyists in the Washington office who are experts in these fields working with Congress to insure the passage of legislation to protect the environment, as well as watching the various agency regulations affecting those bills which have been passed. Monthly, FOE publishes Not Man Apart, an award-winning environmental journal which informs its membership about current environmental issues.

The intern participates as a full member of FOE's professional staff, assuming a high degree of responsibility, demonstrating initiative, and undertaking projects with only minimal supervision. Because FOE is an organization committed to actively influencing the outcome of environmental issue, the intern's primary activities will involve organizing support and lobbying among congressional staff. In addition, the intern will attend government hearings and represent FOE at other public events with impact upon the environment. He or she will also perform research and write drafts providing information on legislative and other activities of environmental concern, as well as prepare articles to appear in Not Man Apart. Because the FOE staff is small, the intern will also be asked to perform routine tasks required to operate the office.

To qualify for FOE's intern program you should be (1) an undergraduate or postgraduate, (2) have an academic background or have had previous experience in the fields of law, political science, journalism, or natural resources, and (3) be able tocommunicate well verbally and in writing, as well as demonstrate an ability to carry out assignments with minimal guidance.

To apply, forward a resume with a cover letter stating your specific environmental interests and goals as well as your dates of availability. Friends of the Earth will provide all necessary information to universities for students requesting college credits for their work as an intern. It will be the responsibility of the intern, however, to make such arrangements.

NATIONAL WILDLIFE FEDERATION
CONSERVATION SUMMITS INTERNSHIP PROGRAM

Internship Program
Conservation Summits
National Wildlife Federation
1412 16th Street, NW
Washington, DC 20036
Phone (703) 790-4363

Interns will be assigned to the Education Division to assist in the planning and operation of the Conservation Summits. Summits are natural history/conservation education workshops for singles, couples and families, each held in a different region of the US. There are currently three Summits, each accommodating between 300-600 participants and faculty. Interns will have the opportunity to learn all facets of planning and presenting a large outdoor-oriented vacation workshop and will actively take part in the on-site operation of two of those workshops.

Each intern will have several major responsibilities, including the registration, housing and keeping of financial records for several hundred participants; assistance in planning and coordinating classes and afternoon/evening programs; preparation of class schedules; and assistance in writing

and publishing of program letters, class handbooks and related materials. In addition, during the summer, the intern will travel with a Summit Coordinator to two Summits to assist in running the Summit office and program schedule.

Two stipend internships are offered for 1980. Interns may begin work as early as January 15 and must begin no later than the first week of February. Termination date will be dependent on final Summit dates but will probably fall within the last two weeks of August. Total time of each internship will be approximately 30 weeks with a stipend of $125 per week. Interns will generally work regular weekday hours, but will be required to work on those weekends that Summits are in operation.

Individuals must be mature, reliable and energetic, with the ability to accept responsibilities, make independent decisions, pay close attention to details and work well with others. They must have excellent organizational skills and some bookkeeping abilities, and be willing to travel. The job requires one to deal with upwards of 1300 participants, faculty leaders, and program personnel on both a personal and group level, so a genuine interest in people is a must. While no major academic background is required, students with majors in outdoor or environmental education, recreation, business administration or environmental studies should find the internship particularly well suited to their fields of study. The internship is open to all graduate students, undergraduate students and non-students who qualify.

NWF will cooperate in whatever way possible with students and universities which offer credit for filling an internship. All arrangements for such credit must be made between the student and the university. Students (or non-students) who are interested in receiving credit for the internship, but who do not attend a college with an intern credit program may apply for credit through the San Francisco State University (details available upon request).

Application consists of a complete resume, including references, and a brief cover statement detailing interest in the position. Please make sure a phone number is included where you can be reached in case a personal interview should be required. Deadline for application is December 15, for the following year. All applicants will be notified of the Federation's decision within one month of application deadline.

NATIONAL WILDLIFE FEDERATION
RANGER RICK WILDLIFE CAMP INTERN PROGRAM

Intern Program
Ranger Rick Wildlife Camp
National Wildlife Federation
1412 16th Street, NW
Washington, DC 20036
Phone (703) 790-4363

The intern will be assigned to the Education Division to assist in the planning and operation of the Ranger Rick Wildlife Camp. Wildlife Camp is a resident, environmental education camp for boys and girls 9 through 13 years of age. It is located near Hendersonville in the Blue Ridge Mountains of western North Carolina. The capacity of Wildlife Camp is 126 campers for each of the four 12-day sessions. The intern will have the opportunity for exposure to all facets of planning and implementing an environmental education summer camp, and during the summer will work at camp as part of the administrative staff.

The intern will have a number of specific responsibilities: registering campers; maintaining financial records on all participants; recording health and travel information for each participant; handling correspondence and inquiries from participants or parents; assisting the Camp Director in preparing materials for the camp staff; and assisting in the planning of the camp program. In addition, the intern will travel with the Camp Director to the camp in North Carolina to assist in administrative matters throughout the camp season (financial records, money transactions, camper travel arrangements, signs and schedules for the camp program, correspondence, and general inquiries).

The stipend internship will be offered in 1980. The intern will begin work at the Wildlife Camp office in Vienna, Virginia (within the metropolitan Washington, DC area) by the first week of February. Termination date will be flexible within the last week of August. Total time of the internship will be approximately 30 weeks with a stipend of $125 per week plus room and board at Wildlife Camp. The intern will generally work regular weekday hours prior to the inception of the camp season, and will then work and reside at the camp facility in North Carolina.

The individual must be mature, reliable, and energetic, with the ability to accept responsibilities, make independent decisions, pay close attention to details, and work well with others. He or she must have excellent organizational skills, some bookkeeping abilities, demonstrate precision in his/her work, and be willing to travel. The job requires one to deal with as many as 500 campers, plus parents and camp staff on both a personal and group level, so a genuine interest in people is a must. While no one major academic background is required, students with majors in outdoor or environmental education, recreation, business administration, environmental studies, or camp administration should find the internship particularly suited to their fields of study. The internship is open to all graduate students, undergraduate students, and non-students who qualify.

NWF will cooperate in whatever way possible with students and universities which offer credit for filling an internship. All arrangements for such credit must be made by the student with the university. Students (or non-students) who are interested in receiving credit for the internship, but who do not attend a college with an intern credit program, may apply for credit through the San Francisco State University (details available upon request).

Application consists of a complete resume including references, three letters of recommendation, and a brief cover statement detailing interest in the position. Please make sure that a phone number is included where you can be reached in case a personal interview should be required. Deadline for application is by December 15, for the following year. All applicants will be notified of the Federation's decision within one month of application deadline.

OGLEBAY INSTITUTE RESIDENT ENVIRONMENTAL EDUCATION INTERNSHIPS

Resident Environmental Education Internships
Nature Education Department
Oglebay Institute
Oglebay, W. VA. 26003
Phone (304) 242-6855

The Resident Environmental Education Program (REEP) sponsored by the Oglebay Institute is an intensive and diverse resident program offered during both the winter and spring. The assistant directors are responsible for a three-day resident winter program and/or a four or five day resident spring program. Staff may be hired for one of the programs or both. Interns will be able to experience the position of REEP activity leader and assistant director. Internships are available for both of these periods as well as the fall, and during the summer when a variety of nature oriented camp programs are offered for both children and adults.

The winter REEP program takes place at Camp Robynhaven, a winterized facility near Cambridge, Ohio. A program staff consisting of a director and two assistant directors will lead the activities for a group of 30 to 36 students. The winter program includes skill, experimental and research activities such as cross-country skiing, tracking, and testing the ph of snow. Tentative dates for this program usually occur during the month of February. Staff housing is provided in a trailer and meals are available when the students are in session.

During March the spring REEP occurs at Camp Robynhaven in Ohio and at Camp Russel (a non-winterized facility) in Oglebay Park in April and May. The three directors are responsible for leading three training sessions and seven REEP weeks. During the REEP weeks, 75-100 elementary school studetns are accomodated. High school students volunteer time away from their regular classes to act as activity leaders for these weeks.

The directors run the training sessions at the camp to prepare the high school students to work with the elementary students. During the REEP weeks, the directors introduce the activities to the elementary students and supervise the high school leaders in their role. The directors will also be further involved in programming, teacher meetings, parent and student orientation, equipment care, and a few assorted programs with the Brooks Nature Center. Staff housing is provided in a trailer at Camp Robynhaven and in a non-heated log cabin at Camp Russel. Meals are available when the students are in session. There is no stipend available for interns.

GEORGE WILLIAMS COLLEGE RESIDENT OUTDOOR PROGRAM
BEGINNING INTERNSHIP

Resident Outdoor Program
Beginning Internship
George Williams College
Lake Geneva Campus
Williams Bay, WI 53191
Phone (414) 245-5531

The Resident Outdoor Program (ROP) operates as part of the Lake Geneva Campus of George Williams College and as an extension of the division of Leisure and Environmental Resources Administration located at the main campus, Downer's Grove. The Lake Geneva Campus is the Continuing Education Center for the college. It is a multiple-use facility serving a wide variety of formal and informal educational groups. A typical weekend may find a college class, a church retreat, a yoga training session, a teacher's workshop all happening concurrently.

The physical setting is not typical of an Outdoor Education Center. There are more varied facilities to accomodate the range of groups who come to the campus. Located on beautiful Geneva Lake, the campus is set in the gently rolling glacial morraines of southeastern Wisconsin. A wide variety of outdoor recreational opportunities are available all year. A sub-climax oak forest surrounds the more developed areas of the campus. The forest area is used heavily for ROP activities. The seasonal temperatures are wide: 80's to -20's are possible.

The majority of the participants in the ROP come from some level of formal education ranging from primary grade students through graduate and continuing education students. The needs of the various school groups vary widely as do their particular approaches and the skills, experience, and preparation they bring to the program.

ROP staff find themselves in a wide range of curriculum areas and activities. The realities of the resident program may well call on a variety of other skills from holding the hand of a sick child to plunging a balky toilet. The leadership of some of the activities require more background preparation than others. While some science background is helpful, work is done in many disciplines, and interns are not expected to be professional naturalists.

Objectives for the Beginning Internship include:

1. To act as a resource person for an Option III program, responsible for leading requested program areas with the assistance of the school's personnel. In preparation for being a resource person, an individual will read in all program areas. He/she will will lead a program area with the assistance of a resource person in a specific area before taking sole responsibility.

2. To act as a group leader for an Option I program responsible for both programming and total responsibility for a group of boys and girls, twenty-four hours a day, for the length of their stay (three to five days). In preparation for being a group leader, an individual will know and understand the characteristics of children, be familiar with the site, know the campus and rules, be able to lead activities in each program area, and be able to plan a programmatically balanced program for a three to five day schedule.

3. To act as a supervisor for an Option I program responsible for supervising about three group leaders and their groups' program. In preparation for being a supervisor, an individual should first be able to function as a group leader. He/she will also be able to supervise and counsel a group leader in his/her responsibilities.

4. To act as a coordinator for a school responsible to make sure all of the support areas are in preparation for the school's visit and to work with the school in planning and/or assisting them during the stay, according to the role played in their program. This role is different for Option I, II, and III programs. In preparation for being a coordinator, an individual will work with several schools under a coordinator and become thoroughly acquainted with the coordinator's specific responsibilities. Before assuming the coordinator's position, an individual should be able to plan and/or review a three to five day program in respect to balancing program areas and conflicts for site usage. Interns will only act in this capacity once or twice.

5. To help with scheduled trainings may include planning for the training, conducting part of the training, and evaluating the training. In preparation to help with a training, an individual must be able to lead all program areas, know how to set up a training schedule and know how to lead the program area in order to teach others to lead the areas.

6. To organize and develop a new display or improve a program area for the ROP. This includes identifying an area for improvement or display in conjunction with the Directory of Outdoor Education, designing the improvement, constructing the display, and finalizing the program improvement for implementation. Examples are the development of a new activity, the writing of a new guidebook, setting up a new display for the Eco-Action Center, L.I.F.E. Building, or Brown Hall.

7. To take responsibility for on-call duties. On-call is taken on a rotating basis with other interns. Every weekday evening when a school is in residence, an individual is on call from 4:30 to 10:00 p.m. Before being on call, an individual will be acquainted with the on-call duties, know the emergency procedures and know basic first-aid.

8. To assist with the daily maintenance of the programming areas. There will be two to five day periods when interns are not assigned to work with a specific school. During this time assistance is always needed in the daily maintenance of displays, equipment, etc.

The living and working conditions are close. Staff find themselves interacting in many different situations. An attempt is made to provide as much privacy as possible though single rooms are not always possible. When it is open, the staff eat at the campus food service. While most weekends are free, training events are held during some.

The Beginning Internship Program is ten weeks in length. Room and board is provided. College credit in quarter hours is available from George Williams College, with the exact number of hours being negotiable. A beginning intern usually has very little, if any, experience working with children and programming in the out-of-doors. Request an application for this internship.

GEORGE WILLIAMS COLLEGE RESIDENT OUTDOOR PROGRAM ADVANCED INTERNSHIP

Resident Outdoor Program
Advanced Internship
George Williams College
Lake Geneva Campus
Williams Bay, WI 53191
Phone (414) 245-5531

The Resident Outdoor Program (ROP) operates as part of the Lake Geneva Campus of George Williams College and as an extension of the division of Leisure and Environmental Resources Administration located at the main campus, Downer's Grove. The Lake Geneva Campus is the Continuing Education Center for the college. It is a multiple-use facility serving a wide variety of formal and informal educational groups. A typical weekend may find a college class, a church retreat, a yoga training session, a teacher's workshop all happening concurrently.

The physical setting is not typical of an Outdoor Education Center. There are more varied facilities to accomodate the range of groups who come to the campus. Located on beautiful Geneva Lake, the campus is set in the gently rolling glacial morraines of southeastern Wisconsin. A wide variety of outdoor recreational opportunities are available all year. A sub-climax oak forest surrounds the more developed areas of the campus. The forest area is used heavily for ROP activities. The seasonal temperatures are wide: 80's to -20's are possible.

The majority of the participants in the ROP come from some level of formal education ranging from primary grade students through graduate and

continuing education students. The needs of the various school groups vary widely as do their particular approaches and the skills, experience, and preparation they bring to the program.

ROP staff find themselves in a wide range of curriculum areas and activities. The realities of the resident program may well call on a variety of other skills from holding the hand of a sick child to plunging a balky toilet. The leadership of some of the activities require more background preparation than others. While some science background is helpful, work is done in many disciplines, and interns are not expected to be professional naturalists.

Objectives for the Advanced Internship include:

1. To act as a resource person for an Option III program, responsible for leading requested program areas with the assistance of the school's personnel. The individual is expected to lead the program areas after a short training session in each programmatic area.

2. To act as a group leader for an Option I program responsible for both programming and total responsibility for a group of boys and girls, twenty-four hours a day, for the length of their stay (three to five days). An advanced intern should already possess the skills to be a group leader. Participation in this capacity is solely for preparation to be a supervisor in an Option I program.

3. To act as a supervisor for an Option I program responsible for supervising about three group leaders and their groups' program. In preparation for being a supervisor, an individual should first be able to function as a group leader. He/she will also be able to supervise and counsel a group leader in his/her responsibilities.

4. To act as a coordinator for a school responsible to make sure all of the support areas are in preparation for the school's visit and to work with the school in planning and/or assisting them during their stay, according to the role played in their program. This role is different for Option I, II, and III programs. In the fall and winter an advanced intern will coordinate at least every other week, and sometimes two weeks in a row.

5. To help with scheduled trainings may include planning for the training, conducting part of the training, and evaluating the training. In preparation to help with a training, an individual must be able to lead all program areas, know how to set up a training schedule and know how to lead the program area in order to teach others to lead the areas.

6. To take responsibility for on-call duties. On-call is taken on a rotating basis with other interns. Every weekday evening when a school is in residence, an individual is on call from 4:30 - 10:00 p.m. Weekends are covered by advanced interns in the event a school would schedule a teacher visitation. Before being on call, an individual will be acquainted with the on-call duties, know the emergency procedures and know basic first-aid.

7. To assist with the daily maintenance of the programming areas. There will be two to five day periods when interns are not assigned to work with a specific school. During this time assistance is always needed in the daily maintenance of displays, equipment, etc.

The living and working conditions are close. Staff find themselves interacting in many different situations. An attempt is made to provide as much privacy as possible though single rooms are not always possible. When it is open, the staff eat at the campus food service. While most weekends are free, training events are held during some.

The Advanced Internship Program varies in length but is a minimum of ten weeks. Room and board is provided. College credit in quarter hours is available from George Williams College, with the exact number of hours being negotiable. An educational stipend is supplied for individuals in this program. The advanced intern is expected to come to this program with a "pocket full" of experience and is expected to be independent and proficient in their job. Request an application for this internship.

NATIONAL OUTDOOR LEADERSHIP SCHOOL
ADMINISTRATIVE INTERN PROGRAM

Administrative Intern Program
The National Outdoor Leadership School
Box AA
Lander, WY 82520
Phone (307) 332-4381

The National Outdoor Leadership School (NOLS) teaches skills essential for the presentation of the earth's wilderness. With headquarters in the U.S. (Wyoming, Washington, and Alaska) as well as Mexico and Africa, NOLS annually trains over 1500 men and women to conserve and enjoy the wild outdoors. Outdoor Leadership skills and the practice of minimum impact camping are the foundation for all NOLS instruction.

The objective of the NOLS Administrative Intern Program is to provide students in outdoor education and related fields with practical experience in many aspects of operating a successful outdoor education program. The internship is designed to provide an exposure to full-time administrative work with guidance in gaining professional direction and insight. Interns have the opportunity to develop problem solving and communication skills which can be utlized in other outdoor programs.

All interns are required to be NOLS graduates prior to the start of their internship. However, if a prospective intern has not completed a NOLS course at the time of application, they may still apply for the internship and plan to complete a NOLS course prior to the beginning of the actual internship program. Since all administrative functions of NOLS are in support of what happens on our expeditions, such experience is fundamental to understanding the overall operation of the school. NOLS does not offer a field internship that involves working as an instructor or instructor's aide. An attmpt is made to give each intern an overall perspective of NOLS, and this is achieved at the School headquarters in Lander, Wyoming.

The intern receives a room and kitchen facilities for the duration of the program. The time period of a NOLS internship is flexible, but most last about ten weeks. Fall internships begin in September, Spring internships begin in February. There are no internships during the summer months.

The department managers at NOLS must not only manage but also do many of the department's functions. This means involvement in the clerical activities as well as research and planning. The intern will work with five of the NOLS managers for about two weeks each. These departments and their roles are as follows:

1. Director and Assistant Director
   - Overall administration
   - Interface with the Board of Directors
   - Curriculum research and design

2. Financial Manager
   - Accounting and financial records
   - Establishment of a budget

3. Registrar
   - Student correspondence and record keeping
   - Booking students
   - Evacuation procedures

4. Program Manager
   - Route planning and record keeping
   - Interface with land administrators
   - Coordinate logistical support
   - Course evaluations

5. Field Manager
   - Select, train, and hire instructors
   - Evaluate instructors
   - Seminar programs

6. Logistics Manager
   - Acquisitions, maintenance, and distribution of equipment
   - Nutrition and rations
   - Field support in transportation and horsepacking

7. Director of Development and Public Affairs
   - Public relations
   - Fund raising
   - Publicity

The Director and other managers will be available to the intern through interviews and attendance at scheduled managers meetings. The function of the intern while in each department will be to:

1. Determine the department's objectives and tasks.

2. Gain as much experience as possible in each of those tasks.

3. Develop an understanding of the interrelationships of the department with other departments and with the school as a whole.

4. Arrange for communication, criticism, and feedback with each manager and the supervisor on an established basis.

5. Present a typed evaluation of the experience in each department to the manager and supervisor.

6. Complete selected "mini" projects within each department.

All interns will be evaluated on the above criteria presented by the sponsoring institutions and/or the interns.

It is the responsibility of the supervisor of the interns to:

1. Assist the intern in selecting and clarifying his/her weekly schedule.

2. Oversee the overall internship, assuring it accomplished the objectives of NOLS, the sponsoring institution, and the intern.

3. Provide a source of information regarding NOLS activities.

4. Maintain communication, criticism, and feedback on an established basis regarding the intern's involvement and future objectives.

5. Evaluate the intern as required by the sponsoring institution.

Persons interested in becoming an intern at NOLS should submit a NOLS application, a resume, and other pertinent information concerning the objectives and requirements of the sponsoring institution.

The work you will be doing will involve living at the Center and helping with the programs. This means long hours and relative isolation from town. It is essential to the success of our programs and your internship that everyone here be congenial and cooperative, as everyone works long hours together. Interns may be working with elementary, junior high, high school, and college levels, serving as a teacher-counselor and/or as an aid to the head professor. You may be given responsibilities such as keeping the school library in order, working with the herbarium or animal collections, etc. A research project of your own is required. This may be development of a teaching unit on a particular subject, development of an interpretive trail, etc. A paper explaining your project is also required. Most importantly, you will be given opportunities to do some teaching and to assist with other teaching. Everyone helps out with general chores and odd jobs such as gardening, shoveling snow, cleaning cabins, dishes and other assignments. You might say you will get a "well rounded" experience in what it is like to run an environmental education center.

TETON SCIENCE SCHOOL STUDENT INTERNSHIP

Student Internship
Teton Science School
Box 68
Kelly, WY 83011
Phone (307) 733-4765

Begun in 1967, the first program offered by the Teton Science School, started with just a handful of high school students spending six weeks in

tents, studying the intricacies of nature and learning to appreciate its subtleties. Now the school has grown, yet small groups of students continue to increase their understanding of the natural world through outdoor field studies. When students leave the school today, hopefully they, like the first group, leave with a new-found respect for the natural world. The goal of the school is to change environmental attitudes.

The approach taken by the Teton Science School is an academic one. The study of nature is emphasized using scientific discipline. Instruction deals with ecological relationships and the need for preservation of what remains. As students learn about their natural environment, they begin to understand that man is an integral part of nature, and to destroy any part of the natural world is to destroy a part of man himself.

In 1974 the Teton Science School expanded its operations in cooperation with the National Park Service. A former guest ranch was converted into the Grand Teton Environmental Center and the Teton Science School was contracted to operate it. Nestled in the foothills of the Gros Ventre Mountains, the Center is on the east boundary of Grand Teton National Park, in the middle of one of the most spectacular natural classrooms in the world.

The rustic log buildings of the old dude ranch are a perfect setting for an environmental center. Small winterized cabins with individual bathrooms serve as dormitories, while a large main lodge serves as a dining area, library, and meeting center. A separate building houses a laboratory, herbarium, and an extensive collection of study skins, skulls, and casts donated by the late naturalist brothers, Olaus and Adolph Murie. The school provides cross-country ski equipment and snowshoes as means of winter travel, a darkroom, and an excellent natural history library. In addition, all the public facilities of Grand Teton National Park are available for student use.

College students seeking degrees in environmental education and related fields are often required to complete an internship program. Teton Science School provides such a program, working in cooperation with many universities around the nation. Undergraduate and graduate students interested in such an internship should make inquiry with their faculty advisor about the proper arrangements and the amount of credit they will grant for participation in the program. Once this arrangement has been made, application can be submitted to Teton Science School on a space available basis. Prospective interns should also submit two letters of recommendation from faculty or an employer in an environmental or educational field. Show them a copy of this information so they may understand the nature of the program for which you are applying. You are asked to participate in the program for about ten weeks.

WILDERNESS USE EDUCATION ASSOCIATION
INTERNSHIP PROGRAM

Internship Program
Wilderness Use Education Association
Box 1121
Lander, WY 82520
Phone (307) 332-3198

The ultimate goal of the Wilderness Use Education Association (WUEA) is to promote the educated use of our wildlands and thereby insure the conservation of the wilderness. The training of leaders and educators will have a tremendous effect on the general public, by enlightening them on the proper usage of the wilderness. Safety and enjoyment in the outdoors will be enhanced, since most mishaps in the wilds are due to ignorance (i.e., persons not properly equipped or not familiar with terrain or changing weather conditions). Through certification, administrative agencies of public lands will know that WUEA graduates are competent and will not be a threat to the land or their own safety.

The internship program is available to students eighteen years of age or older in outdoor education or outdoor recreation, although juniors or seniors are preferred. An intern must enroll in and complete a standard five week WUEA course and pay the cost of tuition. Tuition covers food, equipment, transportation to and from the trailhead, and instructor's fees.

In addition, five weeks will be spent with the administrative duties of the organization prior to and/or following the five week field course. The overall purpose of the ten week internship program is to provide additional training and experience necessary for leadership positions in the out-of-doors. Through the certification process a standard for quality outdoor leadership is provided. During these five weeks of administrative work, room and board is provided. Credits are arranged through the individual schools.

The general WUEA field course provides the intern with the opportunity to obtain Wilderness Use Certification by achieving basic conpetencies in these areas: (1) expedition behavior; (2) environmental ethics; (3) trip planning; (4) history and culture; (5) equipment; (6) clothing; (7) rations; (8) basic camping skills; (9) health and sanitation; (10) trail technique; (11) navigation; (12) weather; (13) emergency procedures; (14) survival techniques; (15) aquatic safety procedures; (16) specialized knowledge of one mode of travel; (17) supervised leadership experience; (18) judgment in leaders and (19) evaluation.

The intern throughout the internship program can expect to lead and assist within each of the areas listed below:

A. Mountaineering skills

B. Backpacking techniques

C. Expedition behavior

D. Conservation techniques

E. Preparation and packaging of rations

F. Expedition planning
   1. Quantities
   2. Storage
   3. Transportation
   4. Re-rationing

G. Equipment issue
   1. Contracted rental
   2. Repairing
   3. Cleaning
   4. Purchasing
   5. Transportation

ABOUT THE AUTHOR

Russel E. Bachert, Jr., author of this document, has been active in outdoor education for over fifteen years. His formal academic preparation includes a B.S. in Elementary Education, Millersville State College, PA,; M.S. in Outdoor Teacher Education, Northern Illinois University; M.S. in Recreation and an Ed.D. in Adult Education/Recreation from Indiana University. He is the author of a number of outdoor education books and directs his own private camp, Environmental Adventures, each summer. Presently he serves as Assistant Professor of Outdoor/Environmental Education and Director of the Center for Environmental, Camping, and Outdoor Education for the University of North Carolina at Greensboro.